DOCUMENT RESUME

ED 255 912 CS 208 631

TITLE	Student Performance Standards for Senior High Language Arts.
INSTITUTION	Brevard County School Board, Cocoa, Fla.
PUB DATE	84
NOTE	138p.; Developed by a Task Team. Small print throughout document.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Course Content; Course Descriptions; *Course Objectives; Creative Writing; Drama; Educational Improvement; *English Instruction; High Schools; Journalism Education; *Language Arts; Literature Appreciation; *Performance Factors; Speech Instruction
IDENTIFIERS	Excellence in Education

ABSTRACT

Developed by a team of 13 teachers, this guide presents student performance standards for 36 high school language arts courses. For each course described, performance standards and intended outcomes are preceded by a curriculum framework that includes a statement of major concepts and content, laboratory activities, special notes, and intended outcomes. The courses cover such topics as English skills, English honors, world literature, American literature, British literature, contemporary literature, advanced placement English, reading, creative writing, speech, debate, journalism, and drama. The appendix includes the Standards of Excellence approved by the Florida State Board of Education in September 1983, as well as an overview of the Standards of Excellence as they are taught in the curriculum. (EL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED255912

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

STUDENT PERFORMANCE STANDARDS

for

Senior High Language Arts

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Carole Bencich

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Brevard County School District

Summer, 1984

Lloyd Soughers, Superintendent

CS 208 631

SCHOOL BOARD OF BREVARD COUNTY
1274 South Florida Avenue
Rockledge, Florida 32955

SCHOOL BOARD MEMBERS

John William Baker, Chairman
Lynn Demetriades, Vice Chairman
Robert A. Anderson
Esther R. Baker
Larry C. Williamson

SUPERINTENDENT

Lloyd A. Soughers

ASSISTANT SUPERINTENDENT - INSTRUCTIONAL SERVICES

Daniel T. Scheuerer

Director - Secondary Programs

Jane Chaney

Table of Contents

Preface..... iii
English Skills I..... 1
English Skills II..... 6
English Skills III..... 11
English Skills IV..... 15
English I..... 19
English II..... 25
English III..... 29
English IV..... 34
English I Honors..... 38
English II Honors..... 42
English III Honors..... 46
English IV Honors..... 52
World Literature..... 56
American Literature..... 59
British Literature..... 63
Contemporary Literature..... 66
Advanced Placement English..... 69
Reading 1..... 72
Reading 2..... 75
Reading 3..... 79
Writing 1..... 82
Writing 2..... 85
Creative Writing..... 88
Speech 1..... 92
Speech 2..... 95
Speech 3..... 98
Debate 1.....100
Debate 2.....103
Journalism 1.....105
Journalism 2.....108
Journalism 3.....111
Journalism 4.....114
Drama 1.....117
Drama 2.....120
Drama 3.....122
Drama 4.....125

Task Team

Joan Beardsley, Melbourne High

Carole Bencich, Instructional Services

Patricia Cosby, Astronaut High

LaVerne Dewey, Satellite High

Patsy Gadapee, Astronaut High

Mary Horde, Central Junior High

Sandra McInerney, Merritt Island High

Linda Pambello, Titusville High

Jill Rock, Cocoa Beach High

Patricia Shelton, Palm Bay High

Leslie Topper, Rockledge High

Judith Worley, Hoover Junior High

Cynthia Woznicki, Rockledge High

Summer, 1984

Preface

The Student Performance Standards for thirty-six senior high language arts courses were developed by a task team of thirteen teachers, in compliance with the requirements of the Educational Reform Act of 1983.

A copy of the State Department's proposed curriculum framework for each course is printed along with the performance standards. Each standard is keyed to one of the State's intended outcomes.

These standards reflect the essential knowledge, skills, concepts, or behaviors contained in each high school course. As such, the standards are measurable by teacher observation, teacher-made tests, standardized tests, a written product, or an oral performance.

The Standards of Excellence, approved by the State Board of Education in September of 1983, are included in the performance standards for senior high language arts courses. These standards are printed in the Appendix to this book. All standards which are tested in grade 12 are cross-referenced in the right hand margin of appropriate language arts courses. In addition, a chart on the last page of this book gives an overview of the Standards of Excellence as they are taught in the curriculum.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001300 COURSE TITLE: ENGLISH SKILLS I

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

RECOMMENDED CERTIFICATION: ENGLISH 2 4 8

I. **MAJOR CONCEPTS/CONTENT:** THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION WHICH EMPHASIZES THE ACQUISITION OF FUNDAMENTAL ENGLISH LANGUAGE SKILLS.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN ESSENTIAL READING AND WRITING SKILLS, VARIOUS LITERARY FORMS SHOULD BE THE BASIS FOR READING COMPREHENSION AND VOCABULARY DEVELOPMENT. COMPOSITION SHOULD INCLUDE WRITING FOR A VARIETY OF AUDIENCES AND VOCABULARY DEVELOPMENT. COMPOSITION SHOULD INCLUDE WRITING FOR A VARIETY OF AUDIENCES AND PURPOSES, WITH EMPHASIS UPON ALL STAGES OF THE WRITING PROCESS (PREWRITING, DRAFTING, REVISION.)

II. **LABORATORY ACTIVITIES:** NONE

III. **SPECIAL NOTE:** EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH I OR ENGLISH HONORS I.

IV. **INTENDED OUTCOMES:** AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. USE FUNDAMENTAL READING COMPREHENSION SKILLS.
2. DEMONSTRATE KNOWLEDGE OF A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.
3. USE FUNDAMENTAL CONVENTIONS OF STANDARD WRITTEN ENGLISH.
4. WRITE FOR A VARIETY OF PURPOSES AND AUDIENCES, USING ALL STAGES OF THE WRITING PROCESS.
5. IDENTIFY THE FUNDAMENTAL CHARACTERISTICS OF MAJOR LITERARY GENRES.
6. PARTICIPATE IN FORMAL ORAL LANGUAGE ACTIVITIES.
7. APPLY FUNDAMENTAL STUDY SKILLS.

ENGLISH SKILLS I 5070

INTENDED OUTCOME

1. USE READING COMPREHENSION SKILLS MORE EFFICIENTLY.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Master the Florida Minimum Student Performance Standards for Reading.

1.2 Read and follow directions to complete a given task.

1.3 Distinguish between fact and opinion.

1.4 Identify the meaning of selected reading vocabulary.

1.5 Identify the sequence of events in a selection.

1.6 Use contextual and physical clues to determine the meaning of unfamiliar terms.

1.7 Determine the main idea stated or implied in a paragraph or literary selection.

1.8 Recognize synonyms and antonyms.

1.9 Demonstrate understanding of possessive nouns and pronouns, contractions, and affixes.

1.10 Distinguish between meanings of homonyms.

1.11 Answer <u>who</u> , <u>what</u> , <u>when</u> , <u>why</u> , <u>where</u> , and <u>how</u> questions about a reading selection.

1.12 Identify an appropriate conclusion or generalization for a paragraph.

1.13 Identify cause and effect stated or implied in a paragraph.

1.14 Infer moods and emotions of characters in literary selections.

1.15 Summarize a reading selection.

INTENDED OUTCOME

2. USE FUNDAMENTAL WRITING SKILLS MORE EFFICIENTLY.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Master the Florida Minimum Student Performance Standards for Writing.

2.2 Write grammatically correct sentences.

2.3 Write simple declarative, interrogative, exclamatory, and imperative sentences.

2.4 Write compound declarative sentences.

2.5 Classify and rank objects and information into groups and orders.

2.6 Fill out common forms.

2.7 Write letters and messages supplying necessary information in a clear, concise manner.

2.8 Write clear, concise directions.

2.9 Correctly spell words from a selected list.

2.10 Develop a paragraph expressing ideas in a clear, unified manner.

2.11 Use correct punctuation, capitalization, and abbreviations.

2.12 Use legible cursive/manuscript writing.

2.13 Use the appropriate tense of regular and irregular verbs.

2.14 Write sentences which reflect subject-verb and pronoun-antecedent agreement.

INTENDED OUTCOME

3. PERFORM ALL STAGES OF THE WRITING PROCESS.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Demonstrate reference skills through appropriate use of the dictionary, almanac, atlas, encyclopedia, and Reader's Guide .

3.2 Participate in prewriting activities to determine a subject, to limit the subject in order to derive a topic, to set a purpose, and to identify an audience.

3.3 Gather and organize information from prewriting activities.

3.4 Compose paragraphs from ideas and information gathered from prewriting activities.

3.5 Compose paragraphs for a variety of purposes and audiences.

3.6 Develop, proofread, revise, and rewrite a paragraph.

INTENDED OUTCOME

4. UNDERSTAND MAJOR LITERARY GENRES.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Recognize differences between fiction and non-fiction.

4.2 Identify characteristics of short stories, poetry, drama, and novels.

4.3 Summarize the plots of short stories, plays, and novels.

4.4 State the meanings of poems and essays.

4.5 Interpret a given short story in terms of plot, setting, characters, conflict, and theme.

INTENDED OUTCOME

5. PARTICIPATE IN FORMAL AND INFORMAL ORAL LANGUAGE ACTIVITIES.

PERFORMANCE STANDARDS

The student will be able to:

5.1 Respond to a teacher-directed question by using a complete sentence.

5.2 Demonstrate clear articulation, appropriate pronunciation, and standard usage.

5.3 Prepare and deliver a brief oral presentation.

5.4 Recall the main idea of an oral presentation.

5.5 Participate in oral classroom activities such as group discussions, oral reading, role playing, brainstorming, and problem solving.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001330 COURSE TITLE: ENGLISH SKILLS II

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE STUDENTS WITH INSTRUCTION IN ENGLISH LANGUAGE SKILLS AND IN VARIOUS LITERARY GENRES RELATED TO WORLD LITERATURE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN NECESSARY READING AND WRITING SKILLS. SELECTIONS FROM VARIOUS GENRES IN WORLD LITERATURE SHOULD PROVIDE THE BASIS FOR READING INSTRUCTION AND INCREASING KNOWLEDGE OF VOCABULARY. COMPOSITION INSTRUCTION AND PRACTICE SHOULD INCLUDE ALL PHASES OF THE WRITING PROCESS (PREWRITING, DRAFTING, REVISING). SPEAKING AND LISTENING EXPERIENCES SHOULD OCCUR WITHIN THE CONTEXTS OF BOTH FORMAL AND INFORMAL ASSIGNMENTS. MEDIA STUDY SHOULD INCLUDE ANALYSIS OF GENRES.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH II OR ENGLISH HONORS II.

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. USE LITERAL AND INFERENTIAL READING COMPREHENSION SKILLS.
2. DEMONSTRATE KNOWLEDGE OF A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.
3. DEMONSTRATE KNOWLEDGE OF FUNDAMENTAL CONVENTIONS OF STANDARD WRITTEN ENGLISH.
4. WRITE MULTI-PARAGRAPH PAPERS FOR A VARIETY OF PURPOSES, USING ALL STAGES OF THE WRITING PROCESS.
5. USE KNOWLEDGE OF ELEMENTS OF LITERARY GENRES TO READ SELECTIONS FROM WORLD LITERATURE.
6. MAKE FORMAL AND INFORMAL ORAL PRESENTATIONS.
7. UNDERSTAND THE IMPACT OF MASS MEDIA, INCLUDING PROPAGANDA AND PERSUASION TECHNIQUES.
8. APPLY STUDY SKILLS.

ENGLISH SKILLS II 5071

INTENDED OUTCOME

1. BE MORE PROFICIENT IN SKILLS NECESSARY FOR READING COMPREHENSION.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Associate words with their literal and connotative definitions.

1.2 Determine word meaning using specific context clues.

1.3 Associate contractions with their component words in a given context.

1.4 Identify meanings of affixes in words.

1.5 Recognize meanings of inflected words, such as plurals, possessives, comparatives, and tenses, in a given context.

1.6 Determine the main idea stated or implied in a selection.

1.7 Find the who , what , where , when , why , and how in a selection.

1.8 Determine the order of details in a selection.

1.9 Find details which refer to main idea.

1.10 Recall details from a selection.

1.11 Determine the implied cause and effect of an action or event.

1.12 Identify an appropriate conclusion for a selection.

1.13 Infer feelings and emotions.

1.14 Distinguish between facts and opinions.

1.15 Identify an irrelevant statement in a selection.

1.16 Follow written directions to complete a task.

1.17 Identify the appropriate source to obtain information on a topic.

1.18 Select an appropriate dictionary definition for a word used in a specific context.

1.19 Obtain information from pictures, maps, signs, diagrams, tables, graphs, schedules, indexes, tables of contents, forms, atlases, dictionaries, and newspapers.

1.20 Identify and use parts of a text such as glossary, table of contents, index, and captions.

INTENDED OUTCOME

2. UNDERSTAND ELEMENTS OF MAJOR LITERARY FORMS IN WORLD LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Identify main characters, plot, setting, conflict, narrator's point of view, mood, and/or suspense mechanisms.

2.2 Compare the main characters of two short stories.

2.3 Compare attitudes and/or positions found in two given selections of short non-fiction on the same topic.

2.4 Identify specific literary devices, such as flashback, foreshadowing, and irony, in a novel.

2.5 Identify the stated or implied main idea or message of a given poem.

INTENDED OUTCOME

3. PARTICIPATE IN SPEAKING AND LISTENING EXPERIENCES BASED UPON ASSIGNMENTS IN LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Recall in correct sequence important details in an oral presentation.

3.2 Paraphrase adequately the oral statement of a speaker.

3.3 Find specific information in a spoken message.

3.4 Participate effectively in an oral group activity.

3.5 Control volume, pitch, rate, articulation, and/or pronunciation to achieve variety in oral presentation.

3.6 Use facial expressions, gestures, and posture effectively in an oral presentation.

3.7 Organize information on a given topic in a manner appropriate for an oral presentation before a given audience.

INTENDED OUTCOME

4. PARTICIPATE IN SPEAKING AND LISTENING EXPERIENCES BASED UPON ASSIGNMENTS IN COMPOSITION .

PERFORMANCE STANDARDS

The student will be able to:

4.1 Develop paragraphs based upon specific oral directions.

4.2 Participate in brainstorming sessions to develop topics for writing.

4.3 Correct errors in paragraphs based upon oral teacher recommendations.

4.4 Participate in student response groups to analyze and revise compositions.

4.5 Present his or her own composition to class.

INTENDED OUTCOME

5. UNDERSTAND MAJOR ELEMENTS OF MASS MEDIA.

PERFORMANCE STANDARDS

The student will be able to:

5.1 Identify propaganda devices in commercial advertising.

5.2 Identify persuasive techniques in spoken and written communication.

5.3 Listen to a record or tape of a literary selection and take notes to summarize the main idea.

5.4 Watch a film, film strip, or videotape of a literary selection and write a review.

5.5 Identify major sections of the newspaper, and their functions.

INTENDED OUTCOME

6. BE MORE PROFICIENT IN USING ALL OF THE ELEMENTS OF THE WRITING PROCESS (PREWRITING, DRAFTING, REVISING).

PERFORMANCE STANDARDS

The student will be able to:

6.1 Write appropriate headings for groups of words and phrases.

6.2 Organize information for a report under appropriate headings.

6.3 Narrow a topic and develop a topic sentence for a paragraph.

6.4 Write a paragraph by giving information in support of one topic.

6.5 Write a character sketch of a main character from a short story, novel, or play.

6.6 Write a paragraph with details arranged in order of importance.

6.7 Use a thesaurus and dictionary when writing.

6.8 Proofread to assure neatness, appropriate format, and correct mechanics.

6.9 Rewrite compositions to correct marked errors and to incorporate recommended changes.

6.10 Write letters of request, adjustment, complaint, and/or opinion which contain necessary and accurate information.

6.11 Complete common forms.

6.12 Use the appropriate forms of regular and irregular verbs.

6.13 Make subjects and verbs agree; make pronouns and antecedents agree.

6.14 Spell words from a selected high-frequency list of words needed in writing through grade ten.

6.15 Use apostrophes correctly.

6.16 Use correct punctuation and capitalization.

6.17 Identify basic tools of research in a library and use them to write a three-paragraph paper.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001360 COURSE TITLE: ENGLISH SKILLS III

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. **MAJOR CONCEPTS/CONTENT:** THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION IN ENGLISH WHICH EMPHASIZES THE ACQUISITION OF FUNDAMENTAL LANGUAGE SKILLS AND THE STUDY OF AMERICAN LITERATURE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN VOCABULARY AND OTHER READING SKILLS NECESSARY FOR THE STUDENTS' COMPREHENSION OF WRITTEN MATERIALS. COMPOSITION INSTRUCTION SHOULD FOCUS UPON WRITING EFFECTIVE PARAGRAPHS AND MULTI-PARAGRAPH PAPERS, WITH EMPHASIS UPON ALL PHASES OF THE WRITING PROCESS (PREWRITING, DRAFTING, REVISING). LITERATURE INSTRUCTION SHOULD INCLUDE ANALYSES OF THE GENRES WITH EMPHASIS UPON AMERICAN LITERATURE. THE STUDY OF LANGUAGE SHOULD INCLUDE USAGE, MECHANICS, AND OTHER CONVENTIONS OF STANDARD WRITTEN ENGLISH. SPEAKING EXPERIENCES SHOULD INCLUDE FORMAL AND INFORMAL PRESENTATIONS.

II. **LABORATORY ACTIVITIES:** NONE

III. **SPECIAL NOTE:** EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH III OR ENGLISH HONORS III.

IV. **INTENDED OUTCOMES:** AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. USE CRITICAL READING COMPREHENSION SKILLS.
2. USE SELECTED VOCABULARY.
3. APPLY KNOWLEDGE OF GRAMMAR, SPELLING, USAGE, AND MECHANICS TO WRITTEN COMPOSITION.
4. WRITE INFORMATIVE AND CREATIVE COMPOSITIONS USING ALL STAGES OF THE WRITING PROCESS.
5. APPLY KNOWLEDGE OF THE ELEMENTS OF LITERARY GENRES TO STUDY SELECTIONS FROM AMERICAN LITERATURE.
6. MAKE AND CRITIQUE FORMAL ORAL PRESENTATIONS.
7. USE REFERENCE SKILLS TO FIND INFORMATION.

ENGLISH SKILLS III 5072

INTENDED OUTCOME

1. USE A LARGER VOCABULARY.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Determine word meanings from word parts (e.g., roots, prefixes, suffixes).

1.2 Associate words with their literal and connotative definitions.

1.3 Interpret meanings of words in context.

1.4 Identify synonyms and antonyms.

1.5 Spell words from a selected high-frequency list needed in writing through grade eleven.

INTENDED OUTCOME

2. BE MORE PROFICIENT IN READING COMPREHENSION.

PERFORMANCE STANDARDS

2.1 Determine the main idea, stated or implied, in a selection.

2.2 Answer who, what, when, which, and how questions about a paragraph.

2.3 Identify the order of events in a selection.

2.4 Identify the cause and effect implied in a selection.

2.5 Follow written directions to complete tasks.

2.6 Identify an appropriate conclusion or generalization in a selection.

2.7 Distinguish between facts and opinions in a selection.

2.8 Identify the meanings of words in context.

2.9 Identify pronoun antecedents in reading selections.

2.10 Infer feelings and emotions from reading selections.

2.11 Identify details and determine their purpose in a selection.

INTENDED OUTCOME

3. WRITE PARAGRAPHS AND MULTI-PARAGRAPH PAPERS.

PERFORMANCE STANDARDS

3.1 Write paragraphs which use an effective topic sentence, supporting statements, and transitional words and/or phrases.

3.2 Follow the writing process (prewriting, drafting, revising) when writing a paper.

3.3 Choose and limit a topic for a paper based on American literature.

3.4 Gather and organize ideas and information for a paper.

3.5 Develop a draft which includes an introduction and a conclusion.

3.6 Revise a draft for correct sentence structure, a strong central idea, relevant supporting sentences, and transitional words and phrases.

3.7 Proofread and edit a draft for mechanical errors.

3.8 Produce a legible manuscript using proper margins and indentations.

INTENDED OUTCOME

4. USE STANDARD CONVENTIONS OF WRITTEN ENGLISH.

PERFORMANCE STANDARDS

4.1 Compose grammatically correct sentences.

4.2 Spell correctly.

4.3 Punctuate correctly.

4.4 Capitalize correctly.

4.5 Use a dictionary, thesaurus, and grammar handbook when writing.

INTENDED OUTCOME

5. PARTICIPATE IN FORMAL ORAL COMMUNICATIONS EXPERIENCES.

PERFORMANCE STANDARDS

5.1 Deliver a speech from an outline using effective verbal and non-verbal techniques.

5.2 Report orally on a selection from American literature.

INTENDED OUTCOME

6. BE MORE KNOWLEDGEABLE OF AMERICAN LITERATURE AND LITERARY TRADITIONS.

PERFORMANCE STANDARDS

6.1 The student will read at least one example of drama, short story, poetry, and novel.

6.2 Recognize the author's intent in a selection.

6.3 Summarize the plot of a literary work.

6.4 Identify the theme or main idea of a literary work.

6.5 Identify character traits as developed in literature and identify the protagonist and antagonist in a selection.

6.6 Recognize symbolism as an element of literature.

6.7 Recognize and identify examples of figurative language.

6.8 Recognize the use of varied rhyme, meter, and other poetic conventions.

6.9 Identify elements of drama.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001390 COURSE TITLE: ENGLISH SKILLS IV

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION IN FUNDAMENTAL ENGLISH LANGUAGE SKILLS AND THE STUDY OF BRITISH AND OTHER APPROPRIATE LITERATURE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN BRITISH LITERATURE AND ITS TRADITIONS, INCLUDING THE DEVELOPMENT OF THE ENGLISH LANGUAGE AND THE VARIOUS LITERARY GENRES. INSTRUCTION SHOULD ALSO BE PROVIDED IN VOCABULARY DEVELOPMENT AND OTHER READING SKILLS NECESSARY FOR THE STUDENTS' COMPREHENSION OF WRITTEN MATERIALS. OPPORTUNITIES SHOULD BE PROVIDED FOR STUDENTS TO VIEW AND ANALYZE VARIOUS MEDIA PRESENTATIONS. THE STUDY OF LANGUAGE SHOULD INCLUDE USAGE, MECHANICS, AND OTHER CONVENTIONS OF STANDARD WRITTEN ENGLISH. COMPOSITION INSTRUCTION SHOULD EMPHASIZE ALL ASPECTS OF THE WRITING PROCESS (PREWRITING, DRAFTING, REVISING). SPEAKING EXPERIENCES SHOULD INCLUDE FORMAL PRESENTATIONS.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH IV OR ENGLISH HONORS IV.

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. USE SELECTED VOCABULARY.
2. APPLY KNOWLEDGE OF GRAMMAR, SPELLING, USAGE, AND MECHANICS TO WRITTEN COMPOSITION.
3. WRITE FOR VARIOUS PURPOSES AND AUDIENCES USING ALL STAGES OF THE WRITING PROCESS.
4. USE REFERENCE SKILLS TO WRITE A SHORT DOCUMENTED PAPER.
5. APPLY KNOWLEDGE OF ELEMENTS OF LITERARY GENRES TO SELECTIONS FROM BRITISH AND OTHER APPROPRIATE LITERATURE.
6. USE SPEAKING SKILLS FOR A VARIETY OF PURPOSES AND AUDIENCES.
7. ANALYZE MEDIA PRESENTATIONS IN TERMS OF CONTENT AND TECHNIQUE.
8. RECOGNIZE FUNDAMENTAL ASPECTS OF THE DEVELOPMENT OF THE ENGLISH LANGUAGE.

ENGLISH SKILLS IV 5073

INTENDED OUTCOME

1. BE MORE KNOWLEDGEABLE ABOUT THE DEVELOPMENT OF THE ENGLISH LANGUAGE.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Use the dictionary to determine the etymologies of words.

1.2 Recognize examples of commonly used English words which are borrowed from other languages.

1.3 Associate the major historical events and influences with changes in the English language.

INTENDED OUTCOME

2. USE A LARGER VOCABULARY.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Use selected vocabulary lists in writing.

2.2 Apply knowledge of prefixes, suffixes, and roots to analyze word meanings.

2.3 Expand dictionary skills to include use of specialized dictionaries.

2.4 Determine word meanings from context.

INTENDED OUTCOME

3. BE MORE PROFICIENT IN READING SKILLS NECESSARY FOR COMPREHENSION OF WRITTEN ENGLISH.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Demonstrate literal comprehension skills.

3.2 Demonstrate inferential comprehension skills.

3.3 Identify theme, bias, and point of view in critiquing the literature.

INTENDED OUTCOME

4. ANALYZE MEDIA PRESENTATIONS IN TERMS OF CONTENT AND TECHNIQUE.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Compare/contrast an audio-visual presentation to a literary work.

4.2 Write a summary or critique of a movie or television program related to British literature.

4.3 Identify propaganda techniques used in television, newspapers, magazines, and/or radio.

4.4 Establish and use criteria to evaluate a news story, television program, magazine article, novel, or short story.

INTENDED OUTCOME

5. KNOW REPRESENTATIVE EXAMPLES OF MAJOR GENRE IN BRITISH AND OTHER APPROPRIATE LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

5.1 Read assigned literary selections that are representative examples of major genres in British and other appropriate literature.

5.2 Respond to, evaluate, and interpret assigned literary selections.

5.3 Discuss specific selections in terms of literary elements.

5.4 Identify the different genres by specific literary characteristics.

5.5 Identify important British and other writers of literature.

5.6 Relate themes and ideas found in representative works to personal experience.

INTENDED OUTCOME

6. WRITE COMPOSITIONS FOR VARIOUS PURPOSES AND AUDIENCES.

PERFORMANCE STANDARDS

The student will be able to:

6.1 Complete forms and write letters necessary for adult life.

6.2 Follow the steps of the writing process: prewriting, writing and revision.

6.3 Write summaries of written and oral information.

6.4 Produce multi-paragraph papers on a topic of British literature, using standard written English.

6.5 Revise and rewrite compositions to improve clarity, variety, economy, and transitions.

INTENDED OUTCOME

7. MAKE FORMAL ORAL PRESENTATIONS.

PERFORMANCE STANDARDS

The student will be able to:

7.1 Deliver a speech from an outline using effective verbal and non-verbal techniques.

7.2 Report individually or in a group on a given literary work.

7.3 Read a self-produced composition to the class, using effective verbal communication skills.

7.4 Participate in formal discussions of student work.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001310 COURSE TITLE: ENGLISH I

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4 8

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION IN ENGLISH LANGUAGE SKILLS INCLUDING READING, WRITING, SPEAKING, AND LISTENING IN THE CONTENT AREAS OF LITERA

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH SKILLS I OR ENGLISH HONORS I.

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. USE LITERAL AND INFERENTIAL COMPREHENSION READING SKILLS.
2. USE SELECTED GRADE-LEVEL AND CONTENT-AREA VOCABULARY.
3. DEMONSTRATE KNOWLEDGE OF GRAMAR, USAGE, SPELLING, AND MECHANICS.
4. WRITE MULTI-PARAGRAPH PAPERS FOR A VARIETY OF PURPOSES, USING ALL STAGES OF THE WRITING PROCESS (PREWRITING, DRAFTING, REVISING).
5. UNDERSTAND CHARACTERISTICS OF MAJOR LITERARY GENRES.
6. MAKE FORMAL AND INFORMAL ORAL PRESENTATIONS.
7. APPLY STUDY SKILLS.

ENGLISH I 5074

INTENDED OUTCOME

1. READ EXAMPLES OF VARIOUS LITERARY GENRES.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Read and associate by genre at least one short story, poem, essay, play, and novel.

1.2 Recognize the characteristics of the above genres.

1.3 Identify plot, character, setting, theme, and narrator's point of view in a literary work.

1.4 Analyze a character in a literary work.

1.5 Infer feelings and emotions of characters.

1.6 Identify the author's purpose and intended audience in a short non-fiction selection.

1.7 Identify stereotypes.

1.8 Determine the literal meaning of selected poems.

1.9 Identify the couplet, ballad, haiku, and limerick, as well as free verse, lyric, and narrative forms of poetry.

1.10 Identify rhyme, mood, alliteration, onomatopoeia, hyperbole, simile, metaphor, and personification.

1.11 Identify the protagonist, antagonist, acts, scenes, and dialogue in a play.

INTENDED OUTCOME

2. WRITE PARAGRAPHS.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Use the writing process: prewriting, composing, revising, and proofreading. 1042

2.2 Select and limit a topic.

2.3 Determine the purpose for a paragraph.

2.4 Write at least five sentences which support and/or develop a topic sentence.

2.5 Write a paragraph with details arranged in order of importance. 1049

2.6 Write an expository paragraph using a specific method of development. 1049

2.7 Write a narrative paragraph using chronological order of events. 1049

2.8 Write a short descriptive paragraph.

2.9 Write a paragraph using effective transitions between sentences.

2.10 Write a one-paragraph summary of a given short selection. 1004

2.11 Select appropriate words to express ideas clearly. 1047

2.12 Proofread for mechanics and legibility. 1048

2.13 Write a concise and complete answer to an essay question. 1027

INTENDED OUTCOME

3. WRITE MULTI-PARAGRAPH PAPERS.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Master the Florida Minimum Student Performance Standards in Writing.

3.2 Classify information, take notes, and prepare an outline on a general topic.

3.3 Write a multi-paragraph essay including introductory, supporting, and concluding paragraphs.

3.4 Use transitional words and phrases.

3.5 Maintain parallel structure in writing.

3.6 Revise, proofread, and edit paragraphs, individually and in groups. 1042

3.7 Write narrative, explanatory, persuasive, descriptive, and argumentative compositions.

3.8 Write clear and concise statements describing the steps of a process or event.

3.9 Use proper business letter form to write a request, an application, a subscription, or an order.

3.10 Write a letter of acceptance or regret.

3.11 Use reference materials to write a summary. 1026

3.12 Write an original poem or short story. 1035 or 1036

3.13 Complete various common forms.

INTENDED OUTCOME

4. EVALUATE MASS MEDIA.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Identify criteria for evaluating films, newspapers, and broadcasts.

4.2 Identify differences in news presentations among various media.

4.3 Critically review a television program and a movie.

4.4 Identify fundamental advertising techniques.

4.5 Identify sections of a newspaper and purposes of each.

4.6 Analyze a newspaper clipping for content, fact and opinion, and appeal to emotion.

INTENDED OUTCOME

5. DEMONSTRATE KNOWLEDGE OF GRAMMAR, USAGE, AND MECHANICS WITHIN THE CONTEXT OF WRITTEN COMPOSITION.

PERFORMANCE STANDARDS

The student will be able to:

5.1 Edit written compositions to eliminate errors in grammar, capitalization, punctuation, and spelling. 1048

5.2 Use a dictionary for spelling and word meanings. 1043

5.3 Write compound and complex sentences using appropriate English word order.

5.4 Distinguish correctly between troublesome usage forms.

5.5 Spell words from a selected high frequency list of those words needed in writing through grade ten.

INTENDED OUTCOME

6. MAKE FORMAL AND INFORMAL ORAL PRESENTATIONS.

PERFORMANCE STANDARDS

The student will be able to:

6.1 Participate in oral classroom activities such as group discussion, panel discussion, oral reading, role playing, and dramatic readings.

6.2 Organize information on a given topic in a manner appropriate for presentation.

6.3 Deliver a prepared speech using a variety of reference materials.

INTENDED OUTCOME

7. USE A LARGER VOCABULARY.

PERFORMANCE STANDARDS

The student will be able to:

7.1 Comprehend and interpret word meanings through context.

7.2 Apply generalizations for adding prefixes and suffixes.

7.3 Recognize and use in context synonyms, antonyms, and homonyms.

7.4 Use a dictionary for derivation, pronunciation, and meaning.

7.5 Recognize connotation of words.

7.6 Rewrite passages to improve variety and precision in word choice. 1047

INTENDED OUTCOME

8. BE MORE PROFICIENT IN USING READING COMPREHENSION SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

8.1 Master the Florida Minimum Student Performance Standards for Reading.

8.2 Determine the main ideas stated or implied in a selection.

8.3 Find who , what , where , when , which , and how information in a selection.

8.4 Find and organize details which refer to a main idea.

8.5 Identify an appropriate conclusion to a written selection.

8.6 Associate contractions with their component parts in a given context.

8.7 Identify appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.

8.8 Recognize irrelevant and invalid statements.

8.9 Determine causes and effects of events and actions.

8.10 Distinguish between facts and opinions.

8.11 Summarize a plot sequence.

8.12 Follow written and oral directions.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001340 COURSE TITLE: ENGLISH II

CREDIT: ___ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. **MAJOR CONCEPTS/CONTENT:** THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION IN ENGLISH LANGUAGE SKILLS AND IN THE STUDY OF WORLD LITERATURE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN READING AND VOCABULARY NECESSARY FOR COMPREHENSION OF PRINTED MATERIALS. THE COURSE SHOULD INCLUDE COMPOSITION INSTRUCTION THAT FOCUSES UPON THE WRITING OF ESSAYS FOR VARIOUS PURPOSES AND AUDIENCES, USING LITERARY AND NONLITERARY SUBJECTS. LITERATURE STUDY SHOULD EMPHASIZE ANALYSIS OF SELECTIONS FOUND IN WORLD LITERATURE. THE STUDY OF LANGUAGE SHOULD INCLUDE GRAMMAR, MECHANICS, USAGE, AND OTHER CONVENTIONS OF STANDARD WRITTEN ENGLISH. THE STUDY OF MASS MEDIA SHOULD INCLUDE AN ANALYSIS OF PROPAGANDA AND PERSUASION TECHNIQUES. SPEECH INSTRUCTION WILL INCLUDE ANALYSIS OF EFFECTIVE TECHNIQUES IN ORAL PRESENTATIONS.

II. **LABORATORY ACTIVITIES:** NONE

III. **SPECIAL NOTE:** EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH SKILLS II OR ENGLISH HONORS II.

IV. **INTENDED OUTCOMES:** AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. USE LITERAL, INFERENTIAL, AND CRITICAL READING COMPREHENSION SKILLS.
2. USE SELECTED GRADE-LEVEL AND CONTENT-AREA VOCABULARY.
3. APPLY KNOWLEDGE OF GRAMMAR, USAGE, SPELLING, AND MECHANICS.
4. PRODUCE A VARIETY OF COMPOSITIONS USING ALL STAGES OF THE WRITING PROCESS (PREWRITING, DRAFTING, REVISING).
5. APPLY KNOWLEDGE OF ELEMENTS OF LITERARY GENRES TO SELECTIONS FROM WORLD LITERATURE.
6. MAKE AND CRITIQUE FORMAL AND INFORMAL ORAL PRESENTATIONS.
7. USE REFERENCE SKILLS.
8. UNDERSTAND AND EVALUATE THE IMPACT OF MASS MEDIA, INCLUDING PROPAGANDA AND PERSUASION TECHNIQUES.

ENGLISH II 5075

INTENDED OUTCOME

1. USE A LARGER VOCABULARY.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Identify synonyms and antonyms for specific purposes.

1.2 Infer word meanings from context clues in world literature.

1.3 Identify common roots, prefixes, and suffixes in world literature reading vocabulary.

1.4 Recognize analogous relationships between words.

1.5 Relate cultural elements from world literature to contemporary American words (e.g., Pan and pandemonium, Psyche and psychology).

INTENDED OUTCOME

2. ANALYZE CHARACTERISTICS OF MAJOR THEMES FOUND IN WORLD LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Distinguish between theme and the details of plot and characterization.

2.2 Recognize a common theme in more than one work from world literature.

2.3 Recognize conflicting themes in more than one work in world literature.

2.4 Express thematic statements about literary works in philosophical terms.

INTENDED OUTCOME

3. WRITE MULTI-PARAGRAPH ESSAYS FOR VARIOUS PURPOSES AND AUDIENCES.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Summarize a written passage from world literature. 1004

3.2 Produce expository, persuasive, descriptive and narrative writing.

3.3 Identify and use appropriate levels of written usage.

3.4 Write to express or explore opinions, emotions, ideas or problems. 1038

3.5 Write comprehensive, coherent, and organized answers to essay quesitons. 1027

INTENDED OUTCOME

4. REGULARLY UTILIZE THE COMPLETE WRITING PROCESS (PREWRITING, DRAFTING, REVISING).

PERFORMANCE STANDARDS

The student will be able to:

4.1 Analyze world literature work(s) to produce a writing topic.

4.2 Identify the relationship of purpose and form in literary and non-literary selections.

4.3 Select and limit writing topics.

4.4 Write notes for material to be incorporated into a topic. 1007

4.5 Organize available material into a usable format.

4.6 Write introductory, developmental, and concluding paragraphs appropriate to purpose and form.

4.7 Write paragraphs demonstrating recognized organizational patterns. 1049

4.8 Revise substance of first drafts to improve content.

4.9 Edit writing for mechanical errors, individually and in group collaboration. 1042

INTENDED OUTCOME

5. ANALYZE PROPAGANDA TECHNIQUES IN MASS MEDIA.

PERFORMANCE STANDARDS

The student will be able to:

5.1 Identify propaganda devices in commercial advertising.

5.2 Identify persuasive techniques in spoken and written communication.

5.3 Summarize the message of a media presentation.

INTENDED OUTCOME

6. EMPLOY CONVENTIONS OF STANDARD WRITTEN ENGLISH. 1048

PERFORMANCE STANDARDS

The student will be able to:

6.1 Employ correct usage in written assignments.

6.2 Employ correct mechanics in written assignments.

6.3 Maintain a consistent and appropriate persona (i.e., voice) throughout a composition. 1044

INTENDED OUTCOME

7. PRESENT FORMAL ORAL PRESENTATIONS.

PERFORMANCE STANDARDS

The student will be able to:

7.1 Recognize different purposes and audiences for speaking.

7.2 Compose and deliver a speech appropriate to the purpose and audience.

7.3 Recognize and employ principles of oral delivery.

7.5 Participate in formal oral group activities.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001370 COURSE TITLE: ENGLISH III

CREDIT: ____ .5 __X__ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 __X__ 9-12 __X__ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. **MAJOR CONCEPTS/CONTENT:** THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION IN AMERICAN LITERATURE AND IN ENGLISH LANGUAGE SKILLS.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, FREQUENT PRACTICE IN WRITING MULTI-PARAGRAPH PAPERS OF VARIOUS TYPES, WITH PARTICULAR ATTENTION GIVEN TO THE WRITING OF DOCUMENTED PAPERS. RELATIVE TO THESE WRITING ASSIGNMENTS, REFERENCE ANDF SUMMARIZING SKILLS SHOULD ALSO BE STRESSED. LISTENING, SPEAKING, AND WRITING ASSIGNMENTS SHOULD BE RELATED, WHEN APPROPRIATE, TO THE STUDY OF AMERICAN LITERATURE. LITERATURE STUDY SHOULD INCLUDE THE ANALYSIS OF VARIOUS EXAMPLES OF AMERICAN LITERARY WORKS IN VARIOUS GENRES. VOCABULARY STUDY SHOULD FOCUS UPON VERBAL ANALOGIES AND OTHER PATTERNS COMMONLY FOUND ON STANDARDIZED TESTS.

II. **LABORATORY ACTIVITIES:** NONE

III. **SPECIAL NOTE:** EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH SKILLS III OR ENGLISH HONORS III.

IV. **INTENDED OUTCOMES:** AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. USE SELECTED GRADE-LEVEL AND CONTENT-AREA VOCABULARY.
2. DEMONSTRATE KNOWLEDGE OF GRAMMAR, SPELLING, USAGE, AND MECHANICS.
3. WRITE FOR A VARIETY OF PURPOSES USING ALL STAGES OF THE WRITING PROCESS (PREWRITING, DRAFTING, REVISING).
4. USE THE RESEARCH PROCESS TO PRODUCE A BRIEF DOCUMENTED PAPER.
5. ANALYZE REPRESENTATIVE SELECTIONS FROM VARIOUS GENRES FOUND IN AMERICAN LITERATURE.
6. PARTICIPATE IN ORAL COMMUNICATIONS ACTIVITIES.

ENGLISH III 5076

INTENDED OUTCOME

1. WRITE MULTI-PARAGRAPH PAPERS OF VARIOUS TYPES.

PERFORMANCE STANDARDS

The student will be able to:

1.1	Use the writing process: prewriting, composing, revising, and proofreading.	1041
1.2	Use proper form to write a business letter which contains necessary and accurate information.	
1.3	Write a letter of application, request, adjustment, complaint or opinion.	
1.4	Answer essay questions based on literature assignments, demonstrating both understanding of the subject and acceptable writing skills.	1027
1.5	Write a narrative of at least three paragraphs.	
1.6	Write a descriptive essay of at least three paragraphs.	
1.7	Write multi-paragraph papers developed by literary analysis, comparison/contrast, and cause/effect, as well as opinion and persuasion.	1049
1.8	Write a paper to support or refute a formal proposition.	1031

INTENDED OUTCOME

2. WRITE INFORMATION SUMMARIES.

PERFORMANCE STANDARDS

The student will be able to:

2.1	Write notes reflecting class lectures, discussions, and assignments.	1007
2.2	Write a short summary of a book, article, narrative, or other written passage.	1004
2.3	Write a resume' or other autobiographical summary.	1011
2.4	Write a short summary of a dramatic performance or an audio-visual presentation.	

INTENDED OUTCOME

3. UTILIZE REFERENCE SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Identify the appropriate source for obtaining information on all assigned topics.

3.2 Use the dictionary, thesaurus, almanac, atlas, and various literary references. 1043

3.3 Utilize tables of contents, indexes, and appendixes to locate specific information.

3.4 Understand the basic function of documentation.

INTENDED OUTCOME

4. WRITE DOCUMENTED PAPERS.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Employ library research techniques.

4.2 Select and limit a topic.

4.3 Identify and use appropriate sources of information.

4.4 Utilize effective note-taking and organizational skills.

4.5 Employ specified procedures for documentation.

4.6 Produce a research paper which synthesizes and interprets ideas. 1032

INTENDED OUTCOME

5. ANALYZE DISTINCTIVE FEATURES OF VARIOUS GENRES IN AMERICAN LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

5.1 Identify and distinguish among the various genres of American literature.

5.2 Identify given literary terms.

5.3 Identify the characteristics of and representative selections from American literary periods.

5.4 Write a paper which traces the development of one or more of the various genres in American literature. 1028

INTENDED OUTCOME

6. USE A LARGER VOCABULARY.

PERFORMANCE STANDARDS

The student will be able to:

6.1 Recognize denotative and connotative meanings of words.

6.2 Demonstrate knowledge of word derivations.

6.3 Identify the meanings of words in context.

6.4 Appropriately use plurals, possesives, comparatives, superlatives, and verb tenses in a given context.

6.5 Correctly use words that are often confused.

6.6 Correctly use words that are specific to language and literature.

6.7 Use specific vocabulary appropriate to the intent of the writing task. 1047

INTENDED OUTCOME

7. ANALYZE VERBAL ANALOGIES AND OTHER VOCABULARY ORGANIZATIONAL PATTERNS COMMONLY FOUND ON STANDARDIZED TESTS.

PERFORMANCE STANDARDS

The student will be able to:

7.1 Identify synonyms and antonyms for specific words.

7.2 Identify pairs of words that best express an analogous relationship.

7.3 Utilize context clues in order to select the word or phrase that best completes a sentence.

INTENDED OUTCOME

8. PARTICIPATE IN ORAL COMMUNICATIONS ACTIVITIES.

PERFORMANCE STANDARDS

The student will be able to:

8.1 Distinguish between emotional appeal and logical reasoning.

8.2 Practice appropriate listening etiquette for various specific listening situations.

8.3 Use volume, pitch, rate, and articulation to achieve variety in formal speech.

8.4 Use facial expressions, gestures and posture effectively in presenting a formal speech.

8.5 Write a speech or a report intended for oral presentation. 1034

8.6 Organize information on a given topic and present a formal speech.

8.7 Present an oral interpretation of a selection.

8.8 Participate in formal and informal group discussions.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001400 COURSE TITLE: ENGLISH IV

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION IN ENGLISH LANGUAGE SKILLS IN THE STUDY OF BRITISH LITERATURE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN VOCABULARY AND READING NECESSARY FOR STUDENTS' COMPREHENSION OF PRINTED MATERIALS. LITERATURE STUDY SHOULD INCLUDE THE CRITICAL ANALYSIS OF REPRESENTATIVE EXAMPLES FROM BRITISH LITERATURE, AS THEY REFLECT CHANGES IN THE LANGUAGE AND THE DEVELOPMENT OF LITERARY GRADITIONS IN THE ENGLISH LANGUAGE. WRITING EXPERIENCES SHOULD BE STRUCTURED TO PROVIDE PRACTICE IN REAL-LIFE WRITING SITUATIONS LIKELY TO BE ENCOUNTERED BEYOND SECODARY SCHOOL. OPPORTUNITIES SHOULD BE GIVEN TO STUDENTS FOR EXTENDING THEIR SPEAKING AND LISTENING SKILLS.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH SKILLS IV OR ENGLISH HONORS IV.

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. USE SELECTED GRADE-LEVEL AND CONTENT-AREA VOCABULARY.
2. APPLY CONVENTIONS OF STANDARD WRITTEN ENGLISH.
3. WRITE FOR VARIOUS PURPOSES AND AUDIENCES, USING ALL STAGES OF THE WRITING PROCESS (PREWRITING, DRAFTING, REVISING).
4. PRODUCE A DOCUMENTED PAPER.
5. ANALYZE, BOTH ORALLY AND IN WRITING, REPRESENTATIVE SELECTIONS OF BRITISH AND OTHER APPROPRIATE LITERATURE.
6. USE SPEAKING SKILLS FOR A VARIETY OF PURPOSES AND AUDIENCES.
7. UNDERSTAND MAJOR TRENDS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE.

ENGLISH IV 5077

INTENDED OUTCOME

1. USE A LARGER VOCABULARY.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Use the dictionary and the thesaurus to spell, define, and utilize a variety of words.

1.2 Demonstrate variety and precision in word choice when speaking and writing.

1.3 Identify meanings for vocabulary words encountered in British literature.

INTENDED OUTCOME

2. CRITIQUE REPRESENTATIVE WORKS FROM BRITISH LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Describe the characteristics of the library genres exemplified in British literature.

2.2 Identify the elements of the genres in British selections.

2.3 Write a paper analyzing styles and techniques used by selected British authors. 1030

2.4 Write an analysis of a literary character. 1022

2.5 Evaluate the worth of a literary selection according to a set of criteria.

2.6 Determine the typical characteristics of representative works from major literary periods.

INTENDED OUTCOME

3. UTILIZE WRITING SKILLS IN REAL-LIFE WRITING SITUATIONS.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Write notes reflecting the content of oral discussion. 1007

3.2 Write a defense of a personal opinion about a controversial issue. 1021

3.3 Write a persuasive essay. 1024

3.4 Paraphrase literary works. 1013

3.5 Paraphrase a technical report in non-technical language. 1012

3.6 Write a report based upon technical/statistical data. 1009

3.7 Develop and select criteria for personal evaluation of writing.

3.8 Write a comparision/contrast paper. 1049

3.9 Demonstrate prewriting, composing, revising, and proofreading of assigned papers. 1051

INTENDED OUTCOME

4. PARTICIPATE IN FORMAL AND INFORMAL ORAL COMMUNICATIONS ACTIVITIES.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Read aloud a selection from British literature.

4.2 Contribute to small and large group discussions.

4.3 Make a formal presentation to the class.

4.4 Evaluate oral presentations.

INTENDED OUTCOME

5. SELECT AND UTILIZE APPROPRIATE READING COMPREHENSION SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

5.1 Demonstrate inferential comprehension skills necessary for reading and analyzing selected British literary works.

5.2 Determine the <u>who</u> , <u>what</u> , <u>when</u> , <u>where</u> , <u>which</u> , and <u>how</u> information in a selection.

5.3 Determine the main idea and supporting details within a selection.

5.4 Distinguish between fact and opinion.

5.5 Follow written directions to complete a task.

5.6 Demonstrate evaluative comprehension skills necessary for reading and analyzing selected British literary works.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001320 COURSE TITLE: ENGLISH HONORS I

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4 8

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROMOTE ACADEMIC EXCELLENCE IN ENGLISH LANGUAGE ARTS THROUGH ENRICHED EXPERIENCES IN LITERATURE, WRITING, SPEAKING, AND LISTENING.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN THE CRITICAL ANALYSIS OF MAJOR LITERARY GENRES. COMPOSITION INSTRUCTION SHOULD FOCUS UPON USING THE WRITING PROCESS IN CREATIVE, LOGICAL, AND CRITICAL MODES, AND SHOULD INCLUDE FREQUENT PRACTICE IN ALL ASPECTS OF THE WRITING PROCESS. FORMAL SPEAKING EXPERIENCES SHOULD BE PROVIDED, AND THE CRITICAL SKILLS OF LISTENING AND OBSERVING SHOULD BE TAUGHT.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH SKILLS I OR ENGLISH I.

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. USE LITERAL, INFERENTIAL, AND CRITICAL READING SKILLS.
2. APPLY WORD STUDY SKILLS TO DETERMINE WORD MEANINGS.
3. USE CONVENTIONS OF STANDARD WRITTEN ENGLISH.
4. WRITE MULTI-PARAGRAPH COMPOSITIONS FOR A VARIETY OF PURPOSES, USING ALL STAGES OF THE WRITING PROCESS.
5. ANALYZE ELEMENTS FOUND IN MAJOR LITERARY GENRES, BOTH ORALLY AND IN WRITING.
6. MAKE CRITIQUE FORMAL AND INFORMAL ORAL PRESENTATIONS.
7. USE RESEARCH SKILLS.

ENGLISH I HONORS 5113

INTENDED OUTCOME

1. DETERMINE THE MAJOR ELEMENTS FOUND IN MAJOR LITERARY GENRES.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Read and identify by genre various selections from literature.

1.2 Define literary terms from the various genres.

1.3 Compare the literary elements of various genres.

INTENDED OUTCOME

2. CRITIQUE REPRESENTATIVE EXAMPLES OF MAJOR LITERARY GENRES.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Analyze a short story, novel, and myth for plot, setting, characterization, point of view, conflict, and/or theme.

2.2 Analyze a poem for rhyme, rhythm, meter, imagery, and/or other poetic devices.

2.3 Analyze a play for plot, setting, and characters.

2.4 Analyze an essay for the author's purpose and the intended audience.

2.5 Analyze stereotypes found in fiction and non-fiction.

2.6 Assess the tone and style of a biographical selection.

INTENDED OUTCOME

3. MAKE LOGICAL INFERENCES AND GENERALIZATIONS AND DRAW CONCLUSIONS BASED UPON LITERARY WORKS.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Determine the author's attitude toward the subject or characters in a literary work.

3.2 Determine the theme of literary works.

3.3 Relate themes of literary works to personal situations.

3.4 Develop a plot line for each novel and short story.

INTENDED OUTCOME

4. PRODUCE FINISHED CREATIVE COMPOSITIONS.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Write a narrative based on personal experiences.

4.2 Write a rhymed or unrhymed poem. 1035

4.3 Write original fiction, either individually or cooperatively. 1036

4.4 Write letters using appropriate format.

INTENDED OUTCOME

5. PRODUCE FINISHED CRITICAL COMPOSITIONS.

PERFORMANCE STANDARDS

The student will be able to:

5.1 Develop a thesis statement based on a work or works and support the statement with evidence from the text.

5.2 Demonstrate proficiency in the writing process: pre-writing, composing, revising, and proofreading. 1041

5.3 Use proper paragraph form.

5.4 Write a formal composition which analyzes and evaluates a piece of literature. 1029

5.5 Write an analysis of a literary character. 1022

5.6 Write a paper comparing and/or contrasting two literary works. 1049

5.7 Write a critique of an audio-visual presentation or a live theatre production.

5.8 Write a paper synthesizing ideas from several resources such as reference books, Reader's Guide, and newspapers. 1026

INTENDED OUTCOME

6. USE CONVENTIONS OF STANDARD WRITTEN ENGLISH. 1048

PERFORMANCE STANDARDS

The student will be able to:

6.1 Apply the rules of punctuation and capitalization.

6.2 Use correct subject/verb agreement and correct pronoun/antecedent agreement.

6.3 Use correctly the forms and the tenses of verbs.

6.4 Use correctly the degrees of comparision of adjectives and adverbs.

6.5 Use dictionaries, thesauruses, and handbooks in editing. 1043

6.6 Spell words from a selected high frequency list of those words needed in writing through grade 10.

6.7 Use affixes correctly in writing.

INTENDED OUTCOME

7. MAKE FORMAL ORAL PRESENTATIONS.

PERFORMANCE STANDARDS

The student will be able to:

7.1 Compare formal and informal speaking.

7.2 Identify various methods of preparing and delivering a speech.

7.3 Prepare and deliver a formal speech designed either to inform, persuade, or entertain the audience.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001350 COURSE TITLE: ENGLISH HONORS II

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROMOTE ACADEMIC EXCELLENCE IN ENGLISH LANGUAGE ARTS THROUGH THE STUDY OF WORLD LITERATURE AND THROUGH ENRICHED EXPERIENCES IN COMPOSITION, SPEECH, AND LISTENING SKILLS.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN UNIVERSAL THEMES FOUND IN WORLD LITERATURE, AS WELL AS THE CRITICAL ANALYSIS OF VARIOUS GENRES IN THAT LITERATURE. COMPOSISTION INSTRUCTION SHOULD EMPHASIZE THE CREATIVE, LOGICAL, AND CRITICAL ASPECTS OF THE WRITING PROCESS. FREQUENT PRACTICE SHOULD BE PROVIDED IN UTILIZING ALL ASPECTS OF COMPOSITION, INCLUDING PREWRITING, DRAFTING, AND REVISING. THE STUDY OF LANGUAGE SHOULD INCLUDE USAGE, MECHANICS, AND OTHER ELEMNTS OF STANDARD WRITTEN ENGLISH. FORMAL AND INFORMAL SPEAKING OPPORTUNITIES SHOULD BE PROVIDED. VOCABULARY STUDY SHOULD FOCUS UPON VERBAL ANALOGIES AND OTHER PATTERNS COMMONLY FOUND ON STANDARDIZED TESTS. CRITICAL SKILLS IN LISTENING AND OBSERVING SHOULD BE TAUGHT.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH SKILLS II OR ENGLISH II.

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. APPLY CRITICAL READING SKILLS IN ANALYZING LITERATURE.
2. APPLY WORD STUDY SKILLS TO DETERMINE MEANINGS OF ADVANCED VOCABULARY WORDS.
3. APPLY CONVENTIONS OF STANDARD WRITTEN ENGLISH.
4. WRITE COMPOSITIONS FOR A VARIETY OF PURPOSES, USING ALL STAGES OF THE WRITING PROCESS.
5. ANALYZE REPRESENTATIVE SELECTIONS FROM VARIOUS GENRES FOUND IN WORLD LITERATURE.
6. MAKE AND CRITIQUE FORMAL ORAL PRESENTATIONS.
7. CRITIQUE VARIOUS TYPES OF MASS MEDIA.
8. APPLY REFERENCE SKILLS.

ENGLISH II HONORS 5114

INTENDED OUTCOME

1. DETERMINE THEMES FOUND IN WORLD LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Identify stated or implied themes of short stories, plays, and novels.

1.2 Distinguish between primary and sub-themes.

1.3 Identify similar themes in various selections.

INTENDED OUTCOME

2. ANALYZE CHARACTERISTICS OF MAJOR GENRES IN WORLD LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Define the literary terminology appropriate to the various genres.

2.2 Identify the structural aspects of literary forms.

2.3 Define, identify, and analyze the elements of fiction and non-fiction.

2.4 Identify dramatic conventions.

2.5 Explain poetic devices.

INTENDED OUTCOME

3. WRITE COMPOSITIONS FOR VARIOUS PURPOSES AND AUDIENCES.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Generate expository, persuasive, descriptive, and narrative compositions. 1037

3.2 Identify and utilize appropriate levels of usage in written composition.

3.3 Write formal and informal compositions appropriate for specific audiences. 1050

3.4 Write accurate, coherent and organized answers to essay questions. 1027

3.5 Write compositions appropriate to specific literary works. 1029

3.6 Write a paper synthesizing ideas drawn from several sources. 1026

INTENDED OUTCOME

4. MAKE FORMAL AND INFORMAL ORAL PRESENTATIONS.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Recognize, prepare, and deliver speeches with specific purposes.

4.2 Select method of delivery appropriate to the audience, circumstances, and purpose.

4.3 Recognize and employ elements of public speaking.

4.4 Participate in classroom discussions and group projects and presentations.

INTENDED OUTCOME

5. REACT CRITICALLY TO AUDIO-VISUAL PRESENTATIONS.

PERFORMANCE STANDARDS

The student will be able to:

5.1 Analyze an audio-visual presentation in literary terms. I029

5.2 Compare a visual presentation to its comparable written work. 1049

5.3 Write critical reviews of various media presentations 1037

5.4 Recognize technical considerations for audio-visual presentations.

INTENDED OUTCOME

6. MAKE INFERENCES CALLED FOR IN VERBAL ANALOGY QUESTIONS AND OTHER WORD PATTERNS FOUND ON STANDARDIZED TESTS.

PERFORMANCE STANDARDS

The student will be able to:

6.1 Identify the types of relationships found in analogies.

6.2 Follow oral and written directions found on standardized tests.

INTENDED OUTCOME

7. APPRAISE THE EFFECTIVENESS OF FIGURATIVE LANGUAGE AS FOUND IN STUDENT COMPOSITIONS AND IN LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

7.1 Identify figurative language occurring in poetry and prose.

7.2 Explain the function and contribution of figurative language in a piece of literature.

7.3 Use figurative language appropriately. 1046

INTENDED OUTCOME

8. USE CONVENTIONS OF STANDARD WRITTEN ENGLISH. 1048

PERFORMANCE STANDARDS

The student will be able to:

8.1 Accurately proofread a paper.

8.2 Use a variety of sentence patterns to achieve a smooth writing style.

8.3 Use dialogue effectively. 1045

8.4 Use specific vocabulary appropriate to the intent of the writing task. 1047

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001380 COURSE TITLE: ENGLISH HONORS III

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. **MAJOR CONCEPTS, CONTENT:** THE PURPOSE OF THIS COURSE IS TO PROMOTE ACADEMIC EXCELLENCE IN ENGLISH LANGUAGE ARTS THROUGH ENRICHED EXPERIENCES IN READING, WRITING, SPEAKING, AND LISTENING AND TO PROVIDE INSTRUCTION IN THE STUDY OF AMERICAN LITERATURE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, COMPOSITION INSTRUCTION WITH FREQUENT PRACTICE IN WRITING MULTI-PARAGRAPH ESSAYS IN A VARIETY OF TYPES, INCLUDING DOCUMENTED PAPERS. LITERATURE STUDY SHOULD INCLUDE THE WRITTEN AND ORAL ANALYSIS OF AMERICAN LITERARY WORKS REPRESENTING THE ETHNIC AND CULTURAL DIVERSITY OF THE AMERICAN EXPERIENCE. THE STUDY OF LITERATURE SHOULD ALSO INCLUDE ANALYSIS OF AMERICAN DIALECTS AS REFLECTED IN THE LITERATURE. REFERENCE SKILLS AND METHODS OF SUMMARIZING INFORMATION SHOULD BE TAUGHT IN RELATION TO THE PRODUCTION OF DOCUMENTED PAPERS. FORMAL AND INFORMAL ORAL COMMUNICATIONS ACTIVITIES SHOULD PROVIDED.

II. **LABORATORY ACTIVITIES:** NONE

III. **SPECIAL NOTE:** EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING OF CREDIT FOR ENGLISH SKILLS III OR ENGLISH III.

IV. **INTENDED OUTCOMES:** AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. APPLY WORD STUDY SKILLS TO DETERMINE MEANINGS OF ADVANCED VOCABULARY WORDS.
2. APPLY CONVENTIONS OF STANDARD WRITTEN ENGLISH.
3. WRITE COMPOSITIONS FOR VARIOUS PURPOSES AND AUDIENCES, USING ALL STAGES OF THE WRITING PROCESS.
4. PRODUCE A DOCUMENTED PAPER, SYNTHESIZING INFORMATION TO SUPPORT A THESIS.
5. CRITIQUE REPRESENTATIVE SELECTIONS FROM VARIOUS GENRES FOUND IN AMERICAN LITERATURE.
6. PARTICIPATE IN ORAL COMMUNICATIONS ACTIVITIES.

ENGLISH III HONORS 5115

INTENDED OUTCOME

1. ANALYZE EXAMPLES OF AMERICAN LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Identify and apply specific literary analytical terms that relate to fiction.

1.2 Explain how literary devices contribute to the total effect of a poem.

1.3 Detect concept, technique, or purpose in non-fiction literature.

1.4 Classify the components of dramatic literature.

1.5 Identify distinctive qualities of various periods of American literature.

1.6 Identify cultural, social, and historical forces as reflected in the literature.

1.7 Distinguish various universal themes found in American literature.

INTENDED OUTCOME

2. WRITE MULTI-PARAGRAPH ESSAYS.

PERFORMANCE STANDARDS

The student will be able to:

2.1	Write an opinion paper which includes supporting evidence.	1021
2.2	Write a paper analyzing and critiquing the style and tone of a writer's work.	1030
2.3	Write a paper to support or refute a formal proposition.	1031
2.4	Write to express or explore opinions, emotions, ideas, or problems.	1038
2.5	Write a paper which traces the development of a concept or movement.	1028
2.6	Maintain a consistent and appropriate persona (i.e., voice) throughout a communication.	1044

2.7	Use specific vocabulary appropriate to the intent of the writing task.	1047
2.8	Use the conventions of standard American English, including capitalization, punctuation, spelling, usage, and sentence structure.	1048
2.9	Use appropriate logical thought patterns, including comparision-contrast, cause-effect, definition, classification, analysis, order of importance, chronological order and/or spatial relationships.	1049
2.10	Adapt tone, attitude, point of view, and style in terms of audience, purpose, situation, and subject.	1050
2.11	Write using inductive and/or deductive organization when appropriate.	1051
2.12	Experiment with various forms and styles of writing.	1040
2.13	Collaborate with others in making editorial decisions.	1042

INTENDED OUTCOME

3. WRITE DOCUMENTED PAPERS.

PERFORMANCE STANDARDS

The student will be able to:

3.1	Employ library research techniques.	
3.2	Select and limit a topic appropriate to the assignment.	
3.3	Select and use appropriate sources of information for a given topic.	1043
3.4	Demonstrate effective note-taking and organizational skills.	
3.5	Employ a specific procedure for documentation.	
3.6	Produce a research paper which synthesizes and interprets ideas.	1032
3.7	Write a report based upon technical/statistical data.	1009

INTENDED OUTCOME

4. ANALYZE AMERICAN DIALECTS AS FOUND IN LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Identify specific characteristics of American language from various literary time periods.

4.2 Identify authors who employ diverse dialects.

4.3 Identify examples of dialect used to delineate and clarify literary characters.

4.4 Trace the development and changing nature of American speech as recorded in literature.

4.5 Analyze and experiment with the various ways a given expression can be stated by various regional or ethnic groups.

INTENDED OUTCOME

5. UTILIZE REFERENCE SKILLS FOR WRITING PURPOSES.

PERFORMANCE STANDARDS

The student will be able to:

5.1 Identify the appropriate source for obtaining information on an assigned topic.

5.2 Use the dictionary, thesaurus, almanac, atlas, handbooks, and various literary and critical references. 1043

5.3 Utilize tables of contents, indexes, and appendices to locate specific information.

5.4 Use documentation as appropriate.

5.5 Design a questionnaire or other written instrument for collecting information. 1008

5.6 Demonstrate effective interview techniques to obtain information.

INTENDED OUTCOME

6. SUMMARIZE WRITTEN AND ORAL INFORMATION.

PERFORMANCE STANDARDS

The student will be able to:

6.1	Synthesize the main points of lectures, oral reports, or audio-visual presentations.	1007
6.2	Paraphrase and delineate the main points of fiction and non-fiction.	1013
6.3	Write a summary of a written passage.	1004
6.4	Write a report based upon information gathered through interview, questionnaire, survey, and/or direct observation.	1010
6.5	Write a speech or a report intended for oral presentation.	1034

INTENDED OUTCOME

7. PARTICIPATE IN ORAL COMMUNICATIONS ACTIVITIES.

PERFORMANCE STANDARDS

The student will be able to:

7.1 Distinguish between emotional appeal and logical reasoning.

7.2 Identify appropriate listening etiquette for various specified listening situations.

7.3 Control volume, pitch, rate, articulation, and pronunciation to achieve variety in a formal speech.

7.4 Use facial expressions, gestures, and posture effectively in presenting a formal speech.

7.5 Organize information on a given topic in a manner appropriate for a formal speech before an audience.

7.6 Present an oral interpretation of a selection with appropriate expression.

7.7 Demonstrate understanding of the distinguishing characteristics of the following types of speeches: informative, demonstration, persuasive, and entertaining.

7.8 Participate in formal and informal group discussion.

INTENDED OUTCOME

8. CRITIQUE VARIOUS MEDIA PRESENTATIONS.

PERFORMANCE STANDARDS

The student will be able to:

8.1 Determine artistic merit of audio-visual presentations.

8.2 Compare/contrast a media presentation with literary work, noting purpose, method of characterization, and effect.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001410 COURSE TITLE: ENGLISH HONORS IV

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROMOTE ACADEMIC EXCELLENCE IN ENGLISH LANGUAGE ARTS THROUGH ENRICHED EXPERIENCES IN COMMUNICATIONS SKILLS AND THROUGH INSTRUCTION IN BRITISH LITERATURE AS A PART OF OUR LITERARY HERITAGE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN THE WRITTEN AND ORAL ANALYSIS OF MAJOR BRITISH LITERARY WORKS OF VARIOUS GENRES, IN RELATIONSHIP TO CULTURAL INFLUENCES AND TO THE DEVELOPMENT OF THE LITERARY TRADITIONS OF THE ENGLISH LANGUAGE. COMPOSITION INSTRUCTION SHOULD EMPHASIZE WRITING ASSIGNMENTS THAT DEVELOP STUDENTS' ABILITIES TO ANALYZE CRITICALLY AND TO INTERPRET INFORMATION. OPPORTUNITIES SHOULD ALSO BE GIVEN FOR STUDENTS TO EXTEND SPEAKING, LISTENING, AND VIEWING SKILLS. LANGUAGE STUDY SHOULD INCLUDE VOCABULARY DEVELOPMENT AND AN OVERVIEW OF THE HISTORY OF THE LANGUAGE AS REFLECTED IN LITERATURE.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: EARNING CREDIT FOR THIS COURSE PRECLUDES THE EARNING CREDIT FOR ENGLISH SKILLS IV OR ENGLISH IV.

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. USE APPROPRIATE WRITING STYLES FOR VARIOUS PURPOSES AND AUDIENCES.
2. WRITE A FULLY DOCUMENTED RESEARCH PAPER WHICH INTERPRETS AND/OR THEORIZES.
3. CRITIQUE REPRESENTATIVE SELECTIONS FROM VARIOUS GENRES FOUND IN BRITISH LITERATURE.
4. USE SPEAKING SKILLS FOR A VARIETY OF PURPOSES AND AUDIENCES.
5. UNDERSTAND THE NATURE OF THE DEVELOPMENT OF THE ENGLISH LANGUAGE.

ENGLISH IV HONORS 5116

INTENDED OUTCOME

1. ANALYZE MAJOR BRITISH LITERARY WORKS OF VARIOUS GENRES.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Analyze examples of British literature from each of the major literary periods: Anglo-Saxon, Medieval, Renaissance, Eighteenth Century, Romantic, Victorian, and Modern.

1.2 Analyze examples from each of the following genres: epic, poetry, drama, novel, essay, and short story.

1.3 Describe each major literary genre in terms of characteristics unique to the genre.

1.4 Identify the main idea and supporting details of the work studied.

1.5 Define and locate in context selected literary terms.

1.6 Analyze the historical influences for major literary works.

INTENDED OUTCOME

2. WRITE MULTI-PARAGRAPH ESSAYS CONSISTING OF CRITICAL ANALYSES.

PERFORMANCE STANDARDS

The student will be able to:

2.1	Write themes analyzing selected literary works and using specific support from those works.	1029
2.2	Demonstrate analytical skills in the development of a comparision/contrast multi-paragraph paper.	1049
2.3	Write an opinion paper which includes supporting evidence.	1038
2.4	Write a paper to support or refute a formal proposition.	1031
2.5	Write critical analyses of literary techniques and content from works studied.	1030

INTENDED OUTCOME

3. WRITE MULTI-PARAGRAPH ESSAYS WHICH INTERPRET INFORMATION.

PERFORMANCE STANDARDS

The student will be able to:

3.1	Write multi-paragraph essays which interpret literary works.	
3.2	Condense extensive written works to their essential elements.	1013
3.3	Demonstrate research skills which culminate in a documented paper.	1032

INTENDED OUTCOME

4. SPECIFY EXAMPLES OF HISTORICAL LANGUAGE DEVELOPMENT.

PERFORMANCE STANDARDS

The student will be able to:

4.1	Identify and interpret examples of British literature from all phases of historical development.	
4.2	Identify major changes in the English langauge through selections studied from the major historical periods.	
4.3	Use etymology to determine the history of words.	

INTENDED OUTCOME

5. USE A LARGER VOCABULARY.

PERFORMANCE STANDARDS

The student will be able to:

5.1	Correctly use dictionaries and thesauruses.	1043
5.2	Explain vocabulary words in connection with selections from British literature.	
5.3	Compose papers or give oral presentations using vocabulary appropriate to the intent of the task.	1047

INTENDED OUTCOME

6. PARTICIPATE IN SPEAKING, LISTENING, AND VIEWING ACTIVITIES.

PERFORMANCE STANDARDS

The student will be able to:

6.1 Write notes reflecting the content of an oral presentation. 1007

6.2 Orally present various literary selections.

6.3 Participate as a member or leader in group discussions.

6.4 Discuss filmed or live presentation of a British literary work.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1005300 COURSE TITLE: WORLD LITERATURE

CREDIT: ___ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. **MAJOR CONCEPTS/CONTENT:** THE PURPOSE OF THIS COURSE IS TO STUDY AND TO WRITE ABOUT SELECTED WORKS OF WESTERN AND EASTERN LITERATURE FROM ANCIENT TIMES TO THE PRESENT.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, LITERATURE SELECTIONS WHICH ARE REPRESENTATIVE OF PARTICULAR CULTURES AS WELL AS INDICATIVE OF WORLD LITERARY MOVEMENTS. SELECTIONS SHOULD INCLUDE FICTION, NONFICTION, AND POETRY, AND SHOULD BE CHOSEN ON THE BASIS OF RELATIONSHIPS TO CULTURAL, SOCIAL, AND LITERARY IDEAS AND TO THE CONCERNS OF CONTEMPORARY STUDENTS. THE COURSE WILL PROVIDE FREQUENT OPPORTUNITIES FOR WRITING BOTH FORMAL AND INFORMAL PAPERS BASED UPON THE LITERATURE.

II. **LABORATORY ACTIVITIES:** NONE

III. **SPECIAL NOTE:** NONE

IV. **INTENDED OUTCOMES:** AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. RECOGNIZE CULTURAL, HISTORICAL, AND SOCIAL INFLUENCES AS REFLECTED IN WORLD LITERATURE.
2. ANALYZE REPRESENTATIVE WORKS ORALLY AND IN WRITING.
3. WRITE FORMAL AND INFORMAL PAPERS BASED UPON COURSE CONTENT, UTILIZING THE WRITING PROCESS AND EMPLOYING THE CONVENTIONS OF STANDARD WRITTEN ENGLISH.
4. EXPLAIN RELATIONSHIPS BETWEEN CONCEPTS EXPRESSED IN WORLD LITERATURE AND IN CONTEMPORARY CULTURE.
5. RECOGNIZE UNIVERSAL THEMES FOUND IN SELECTIONS FROM WORLD LITERATURE.

WORLD LITERATURE 5148

INTENDED OUTCOME

1. IDENTIFY LITERARY AND SOCIAL INFLUENCES FROM OTHER CULTURES UPON AMERICAN SOCIETY, CULTURE, AND LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Recognize Eastern and Western mythologies and customs in world literature.

1.2 Connect Eastern and Western cultural elements from world literature to identical or adapted forms in American culture (e.g.,vocabulary from mythology; holiday customs).

1.3 Recognize the American adaptations of themes, genres, or motifs from Eastern and Western literature (e.g., odysseys; epics; fire).

INTENDED OUTCOME

2. UTILIZE SKILLS OF LITERARY ANALYSIS.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Describe and recognize the characteristics of the genres of Eastern and Western literature, including historical examples of the epic, drama, short stories, the novel, poems, and non-fiction.

2.2 Analyze specific literary works in terms of the characteristics of the genres to which they belong (e.g., Homeric similies, Invocation to the Muse).

2.3 Analyze literature presented on film or videotape.

2.4 Synthesize the common elements derived from analysis of more than one literary work.

INTENDED OUTCOME

3. WRITE FORMAL AND INFORMAL PAPERS BASED UPON LITERATURE ASSIGNMENTS.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Write a summary of a written passage. 1004

3.2 Write notes reflecting the content of an oral discussion. 1007

3.3 Write about a literary work in terms of the characteristics of the genre to which it belongs.

3.4 Write about a literary work in terms of the characteristics common to several genres.

3.5 Write a paper analyzing a literary character. 1022

3.6 Write a paper synthesizing ideas from more than one literary work in one or more media. 1026

3.7 Write well organized, accurate and complete answers to essay questions. 1027

3.8 Use specific vocabulary appropriate to the intent of the writing task. 1047

3.9 Experiment with ideas, styles, or forms encountered in the study of world literature. 1040

3.10 Use literary devices appropriately. 1046

INTENDED OUTCOME

4. EXPLAIN RELATIONSHIPS BETWEEN LITERARY IDEAS OF VARIOUS CULTURES AND/OR NATIONS.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Identify common concepts found in literature of different countries.

4.2 Relate and compare literary forms to the cultures from which they are derived.

4.3 Recognize the human condition as the source of common concepts in diverse literatures.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1005310 COURSE TITLE: AMERICAN LITERATURE

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO STUDY SELECTED AMERICAN LITERARY WORKS OF VARIOUS GENRES IN RELATIONSHIP TO THE DEVELOPMENT OF THE DISTINCTIVE QUALITIES OF THE NATIONAL LITERATURE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION AIMED AT UNDERSTANDING THE POLITICAL, CULTURAL, SOCIAL, AND HISTORICAL FORCES AND MOVEMENTS IN AMERICA AS REFLECTED IN ITS LITERATURE. CONTENT SHOULD INCLUDE THE TENENTS AND CHARACTERISTICS OF PURITAN, TRANSCENDENTAL, ROMANTIC, REALISTIC, NATURALISTIC, MODERN, AND CONTEMPORARY MOVEMENTS. THIS COURSE SHOULD ALSO INCLUDE FREQUENT WRITING ASSIGNMENTS BASED UPON LITERATURE, EMPHASIZING THE DEVELOPMENT OF INSIGHT, TASTE, AND CRITICAL JUDGMENT.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. RECOGNIZE DISTINCTIVE QUALITIES OF VARIOUS PERIODS OF AMERICAN LITERATURE.
2. IDENTIFY CULTURAL, SOCIAL, AND HISTORICAL INFLUENCES AS REFLECTED IN AMERICAN LITERATURE.
3. ANALYZE REPRESENTATIVE WORKS OF AMERICAN LITERATURE ORALLY AND IN WRITING.
4. WRITE A DOCUMENTED REFERENCE PAPER.
5. WRITE COMPOSITIONS BASED UPON COURSE CONTENT, UTILIZING THE WRITING PROCESS AND EMPLOYING THE CONVENTIONS OF STANDARD WRITTEN ENGLISH.

AMERICAN LITERATURE 5154

INTENDED OUTCOME

1. IDENTIFY DISTINCTIVE QUALITIES OF VARIOUS PERIODS OF AMERICAN LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Identify the characteristics of the Puritan period.

1.2 Identify the characteristics of the Transcendental period.

1.3 Identify the characteristics of the Romantic period.

1.4 Identify the characteristics of the Realistic period.

1.5 Identify the characteristics of the Naturalistic period.

1.6 Identify the characteristics of the Modern period.

1.7 Identify the characteristics of the Contemporary period.

INTENDED OUTCOME

2. IDENTIFY CULTURAL, SOCIAL, AND HISTORICAL FORCES AS REFLECTED IN THE LITERATURE.

2.1 Analyze representative selections from each period for evidence of cultural, social, and historical forces.

2.2 Discern similarities and/or differences in major literary periods.

INTENDED OUTCOME

3. UTILIZE CRITICAL ANALYSIS SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Recognize and distinguish among the various genres of literature.

3.2 Utilize literary terminology in class discussion and in writing.

INTENDED OUTCOME

4. WRITE DOCUMENTED REFERENCE PAPERS. 1032

PERFORMANCE STANDARDS

The student will be able to:

4.1 Demonstrate library research techniques.

4.2 Select and limit a topic appropriate to the research assignment.

4.3 Select and use appropriate print and non-print sources of information for a given topic.

4.4 Demonstrate effective note-taking and organizational skills.

4.5 Follow specified procedures for documentation.

4.6 Produce a research paper which synthesizes and interprets ideas.

INTENDED OUTCOME

5. COMPLETE FREQUENT WRITING ASSIGNMENTS BASED UPON LITERATURE ASSIGNMENTS.

PERFORMANCE STANDARDS

The student will be able to:

5.1 Demonstrate proficiency in the writing process: prewriting, composing, revising and proofreading. 1041

5.2 Use conventions of standard English. 1048

5.3 Use appropriate printed resources in editing written language. 1043

5.4 Write accurate, complete, organized, and reflective answers to essay questions. 1027

5.5 Develop a thesis statement based on a selection and support the statement with evidence from the text(s).

5.6 Write a paper analyzing and critiquing the style and tone of a writer's work. 1030

5.7 Write a paper identifying and examining universal themes prevalent in selections of American literature. 1029

5.8	Write a paper tracing the development of a given literary movement in America.	1028
5.9	Write papers using appropriate logical thought patterns including comparison-contrast, cause-effect, definition, classification, analysis, order of importance, chronological order and/or spatial relationships.	1049
5.10	Write a paper to support or refute a given proposition.	1031

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1005320 COURSE TITLE: BRITISH LITERATURE

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO STUDY BRITISH LITERARY WORKS OF VARIOUS GENRES IN RELATIONSHIP TO THE HISTORICAL AND CULTURAL FORCES WHICH INFLUENCED THEM, AND TO DEVELOP UNDERSTANDING OF THE VARIOUS LITERARY MOVEMENTS IN BRITISH LITERATURE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, REPRESENTATIVE WORKS OF POETRY, DRAMA, SHORT FICTION, NONFICTION, NOVELS, BIOGRAPHIES, AND LITERARY CRITICISM. THE COURSE SHOULD ALSO INCLUDE THE STUDY OF SELECTIONS FROM THE FOLLOWING LITERARY PERIODS: ANGLO-SAXON, MEDIEVAL, ELIZABETHAN, REFORMATION, NEO-CLASSICAL, ROMANTIC, VICTORIAN, MODERN, AND CONTEMPORARY. THE COURSE SHOULD ALSO PROVIDE STUDENTS WITH NUMEROUS OPPORTUNITIES FOR INTERPRETING THE LITERATURE THROUGH ORAL AND WRITTEN ANALYSIS. WRITING ASSIGNMENTS SHOULD STRESS THE IMPORTANCE OF PURPOSE AND AUDIENCE TO STYLISTIC CHOICES, AND SHOULD ENCOMPASS ASPECTS OF THE WRITING PROCESS: PREWRITING, DRAFTING, AND REVISING.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. RELATE BRITISH LITERARY WORKS TO THE HISTORICAL, SOCIAL, AND CULTURAL CHARACTERISTICS OF THE TIME IN WHICH THEY WERE WRITTEN.
2. ANALYZE REPRESENTATIVE WORKS ORALLY AND IN WRITING, USING PRIMARY AND SECONDARY SOURCES.
3. WRITE COMPOSITIONS BASED ON COURSE CONTENT, UTILIZING THE WRITING PROCESS AND THE CONVENTIONS OF STANDARD WRITTEN ENGLISH.
4. UNDERSTAND MAJOR TRENDS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE.

BRITISH LITERATURE 5158

INTENDED OUTCOME

1. RELATE BRITISH LITERARY WORKS TO THE HISTORICAL AND CULTURAL CHARACTERISTICS OF THE TIME.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Identify the cultural and historical factors of the Anglo-Saxon Period, as displayed in an epic-heroic work.

1.2 Relate medieval society and culture to literature of the period.

1.3 Apply the concepts of the Renaissance and humanism to literature of the period.

1.4 Relate the literature to the philosophical and religious thought of the Age of Reason.

1.5 Analyze "neoclassicism" as it applied to the various aspects of life and thought in the 18th century.

1.6 Analyze the concept of Romanticism as it pertains to the literature of the time.

1.7 Examine the conflicts and morality of the Victorian Period as reflected in the literature.

1.8 Analyze Modern literature as reflective of the spirit of the twentieth century.

INTENDED OUTCOME

2. UTILIZE CRITICAL ANALYSIS SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Identify the characteristics of the hero or anti-hero in various literary periods.

2.2 Analyze the concepts of satire, realism, and romanticism in specific works.

2.3 Interpret representative samples from each major literary period.

2.4 Write a paper tracing the development of the genres from one major literary period to the next. 1023

2.5 Determine the literary elements within a selection.

INTENDED OUTCOME

3. WRITE FREQUENT COMPOSITIONS FOR VARIOUS PURPOSES AND AUDIENCES.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Write multi-paragraph themes analyzing literary works. 1030

3.2 Write documented papers. 1032

3.3 Write to experiment with various forms and styles. 1040

3.4 Adapt tone, attitude, point of view, and language in terms of a given audience and purpose. 1050

3.5 Demonstrate prewriting, writing, and revising of assigned papers. 1041

3.6 Write papers synthesizing ideas drawn from course content. 1026

INTENDED OUTCOME

4. IDENTIFY OUTSTANDING EXAMPLES OF BRITISH LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Associate authors with their major works.

4.2 Associate major literary works with the historical periods in which they were produced.

4.3 Recall the plots, themes, and/or characters of major literary works.

4.4 Identify significant works and authors for each literary period.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1005330 COURSE TITLE: CONTEMPORARY LITERATURE

CREDIT: X .5 ___ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS ELECTIVE

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO STUDY WORKS OF MAJOR CONTEMPORARY WRITERS AS THEY REFLECT MODERN CULTURE--ITS CHARACTERISTICS, PROBLEMS, AND VALUES.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, READING AND ANALYSIS OF CONTEMPORARY FICTION, POETRY, DRAMA, AND NONFICTION, WITH EMPHASES ON THEME, STYLE, AND CHARACTERIZATION. FREQUENT WRITING EXPERIENCES SHOULD BE INCLUDED, BASED UPON THE LITERATURE READ IN THE COURSE.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. ANALYZE REPRESENTATIVE WORKS OF CONTEMPORARY LITERATURE, ORALLY AND IN WRITING.
2. EXPLICATE MAJOR THEMES AS REFLECTED IN CONTEMPORARY LITERATURE.
3. WRITE COMPOSITIONS BASED UPON COURSE CONTENT, UTILIZING THE WRITING PROCESS AND THE CONVENTIONS OF STANDARD WRITTEN ENGLISH.
4. EXPLAIN STYLISTIC DEVICES AND METHODS OF CHARACTERIZATION IN CONTEMPORARY LITERATURE.
5. RECOGNIZE HISTORICAL, SOCIAL, AND CULTURAL INFLUENCES AS REFLECTED IN CONTEMPORARY LITERATURE.

CONTEMPORARY LITERATURE 5149

INTENDED OUTCOME

1. UTILIZE SKILLS OF LITERARY ANALYSIS.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Identify character, action, and setting.

1.2 Recognize figurative language, including symbolism, and explain the meanings.

1.3 Identify the point of view and explain how it affects the tone and the reader's interpretation of the writing.

1.4 Compare and contrast the points of view of several works with similar themes.

1.5 Explain how setting, characterization, action, point of view, and language are used by an author to develop a theme.

1.6 Analyze poetry in terms of form, sound and meaning.

INTENDED OUTCOME

2. EXPLICATE MAJOR THEMES OF MODERN CULTURE AS THEY APPEAR IN CONTEMPORARY LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Identify dominant themes.

2.2 Analyze moral, political, psychological, and social themes.

2.3 Compare and contrast various authors' treatments of similar themes.

2.4 Relate themes to personal experience.

INTENDED OUTCOME

3. WRITE CRITICAL PAPERS BASED UPON THE LITERATURE ASSIGNMENTS.

PERFORMANCE STANDARDS

The student will be able to:

3.1	Employ library skills and research writing techniques in assignments relating to the literature studied.	
3.2	Demonstrate proficiency in the writing process: prewriting, composing, revising, and proofreading.	1041
3.3	Write an analytical essay comparing and contrasting two works of literature.	1049
3.4	Write a paper analyzing the effectiveness of a work of literature, citing specific examples of techniques used by the author.	1030
3.5	Identify the recurrence of a theme and its variations in the works of at least two authors.	1028
3.6	Write to experiment with ideas, forms, or styles encountered in contemporary literature.	1040

INTENDED OUTCOME

4. EXPLAIN STYLISTIC DEVICES AND METHODS OF CHARACTERIZATION IN CONTEMPORARY LITERATURE.

PERFORMANCE STANDARDS

The student will be able to:

4.1	Analyze stylistic devices.	
4.2	Identify elements of style that make different authors' works unique.	
4.3	Identify and explain the use of satire, parody, paradox, wit, and irony.	
4.4	Identify figurative language used in contemporary literature and describe the effect created by the devices.	
4.5	Identify the various elements of characterization.	
4.6	Write an analysis of a character from a selection in contemporary literature.	1022

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1001430 COURSE TITLE: ADVANCED PLACEMENT ENGLISH: LITERATURE AND COMPOSITION

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO INVOLVE STUDENTS IN THE STUDY AND PRACTICE OF WRITING AND IN THE STUDY OFLITERATURE. STUDENTS SHOULD LEARN TO USE THE MODES OF DISCOURSE AND TO RECOGNIZE THE ASSUMPTIONS UNDERLYING VARIOUS RHETORICAL STRATEGIES. STUDENTS SHOULD ALSO ACQUIRE AN UNDERSTANDING OF THE RESOURCES OF THE LANGUAGE AND AN UNDERSTANDING OF THE WRITER'S CRAFT. THEY SHOULD DEVELOP CRITICAL STANDARDS FOR THE APPRECIATION OF ANY LITERARY WORK AND INCREASE THEIR SENSITIVITY TO LITERATURE AS SHARED EXPERIENCE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, THAT DETERMINED BY THE COLLEGE BOARD ADVANCED PLACEMENT PROGRAM.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. DEMONSTRATE KNOWLEDGE OF CONNOTATION, METAPHOR, IRONY, SYNTAX, AND TONE AS RESOURCES OF LANGUAGE.
2. APPLY CRITICAL STANDARDS INDEPENDENTLY, ORALLY AND IN WRITING, TO SPECIFIC LITERARY WORKS.
3. UTILIZE EFFECTIVE RHETORICAL STRATEGIES IN WRITING TASKS.
4. WRITE FOR A VARIETY OF PURPOSES, AND IN A VARIETY OF MODES AND STYLES.
5. EXPLICATE THE RELATIONSHIPS AMONG STYLES, SUBJECTS, AND AUDIENCES IN WRITING AND IN LITERATURE.
6. RECOGNIZE RELATIONSHIPS BETWEEN LITERARY WORKS AND CONTEMPORARY EXPERIENCE AND/OR HISTORICAL CONTEXTS.

ADVANCED PLACEMENT ENGLISH COMPOSITION AND LITERATURE 5127

INTENDED OUTCOME

1. ANALYZE AND CRITIQUE LITERARY WORKS.

PERFORMANCE STANDARDS

1.1 Apply literary terms that relate to the various genres.

1.2 Analyze literary works for common elements such as myths, archetypes, and allusions.

1.3 Detect tone, style, concept, techniques, and author's purpose in reading selections.

1.4 Analyze language, characters, actions, and various universal themes in literature.

INTENDED OUTCOME

2. UTILIZE PRINCIPLES OF EFFECTIVE WRITING.

PERFORMANCE STANDARDS

2.1 Use all steps of the writing process. 1041

2.2 Select and limit topics appropriate to the writing task.

2.3 Demonstrate effective use of the English language for clarity, coherence, and persuasion.

2.4 Maintain consistent and appropriate persona in writing. 1044

2.5 Use logical thought patterns such as comparison/contrast and definition. 1049

2.6 Write accurate, complete, organized, and reflective answers to essay questions. 1027

2.7 Use specified documentation form.

INTENDED OUTCOME

3. CONTROL THE FORMS OF STANDARD WRITTEN ENGLISH.

PERFORMANCE STANDARDS

3.1 Observe conventions of standard written English. 1048

3.2 Use diction and language that reveal the writer's intent. 1047

3.3 Vary sentence structure for maximum effectiveness.

3.4 Experiment to develop an individual style of writing. 1040

INTENDED OUTCOME

4. UNDERSTAND CRITICAL RELATIONSHIPS IN LITERATURE.

PERFORMANCE STANDARDS

4.1 Compare literary selections for common elements.

4.2 Recognize structure, meaning, and value in various selections.

4.3 Relate literary works to contemporary experiences.

4.4 Recognize the historical, social, and aesthetic framework in which selections were written.

4.5 Develop critical standards for appreciation of literary works.

INTENDED OUTCOME

5. WRITE FOR VARIOUS PURPOSES AND AUDIENCES.

PERFORMANCE STANDARDS

5.1 Use inductive and/or deductive organization. 1051

5.2 Experiment with various types of writing.

5.3 Analyze and critique literary selections. 1030

5.4 Adapt tone, attitude, point of view, and style in terms of audience, purpose, situation, and subject. 1050

5.5 Write to support or refute a formal proposition. 1031

5.6 Write a paper which traces the development of a literary concept or movement. 1028

5.7 Write a paper synthesizing ideas drawn from several sources. 1026

5.8 Write an analysis of a literary character. 1022

5.9 Produce at least 6,000 words, in compliance with the Gordon Rule for college English.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1008300 COURSE TITLE: READING I

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: READING 2 6

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO HELP STUDENTS WITH SERIOUS READING PROBLEMS TO DEVELOP READING SKILLS.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. UTILIZE A BASIC VOCABULARY.
2. READ WITH COMPREHENSION.
3. UTILIZE MORE PROFICIENT STUDY SKILLS.

READING I 5143

INTENDED OUTCOME

1. UTILIZE A BASIC VOCABULARY.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Recognize meanings of commonly used words such as those on the Dolch, Johnson, or Fry list.

1.2 Recognize meanings of the state's minimal reading vocabulary words (SAML-R list), grades 1-8.

1.3 Use context clues to identify the meanings of unfamiliar words or familiar words with multiple meanings.

1.4 Recognize meanings of affixes and how they change the definitions of base words.

1.5 Identify the meanings of contractions.

1.6 Identify the meanings of abbreviations.

1.7 Identify words which are synonyms or antonyms.

1.8 Identify the meanings of comparative and superlative forms of adjectives as well as comparative forms of adverbs.

1.9 Interpret the meaning of a sentence which contains negative words.

INTENDED OUTCOME

2. READ WITH COMPREHENSION.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Differentiate among sentences having similar meaning.

2.2 Determine the main idea of a paragraph or selection, either stated or implied.

2.3 Answer literal comprehension questions on who , what , where , when , which , and how as stated in a short selection.

2.4 Identify the sequence of events in a paragraph.

2.5 Identify the cause and effect stated or implied in a paragraph.

2.6 Follow written directions.

2.7 Identify pronouns and the word(s) to which they refer.

2.8 Distinguish between fact and opinion.

2.9 Draw conclusions based on a short selection.

2.10 Identify feelings and emotions implied in a selection.

2.11 Identify outcomes based on inferences from a selection.

2.12 Identify an irrelevant statement in a selection.

2.13 Identify various propaganda techniques.

INTENDED OUTCOME

3. UTILIZE MORE PROFICIENT STUDY SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Arrange words in alphabetical order (first three letters the same).

3.2 Draw appropriate information from pictures, maps, signs, diagrams, tables, graphs, or schedules.

3.3 Draw appropriate information from indexes and tables of contents.

3.4 Use dictionaries, encyclopedias, atlases, directories, and newspapers.

3.5 Write notes on or highlight important information when reading.

3.6 Use a specified study skill system such as SQ3R.

3.7 Adjust reading rate based upon the type of material and purpose of reading.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1008310 COURSE TITLE: READING II

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: READING 2 6

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO CONTINUE THE DEVELOPMENT OF STUDENT READING SKILLS.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN VOCABULARY, COMPREHENSION, AND STUDY SKILLS. STUDENTS SHOULD PRACTICE LITERAL, INFERENTIAL, AND CRITICAL READING SKILLS; LISTENING SKILLS; AND TEST-TAKING SKILLS. STUDENTS SHOULD ALSO PRACTICE USING APPROPRIATE READING RATES FOR VARIOUS KINDS OF WRITTEN MATERIALS.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. UTILIZE A LARGER VOCABULARY.
2. READ WITH INCREASED COMPREHENSION.
3. UTILIZE MORE PROFICIENT STUDY SKILLS, INCLUDING VARYING READING RATE.
4. UTILIZE READING SKILLS FOR ACQUIRING KNOWLEDGE AND FOR RECREATIONAL PURPOSES.

READING II 5144

INTENDED OUTCOME

1. UTILIZE A LARGER VOCABULARY.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Read proficiently the eighth and tenth grade Student Assessment List for Reading (Florida SAML-R).

1.2 Use context clues to identify the meanings of unfamiliar words.

1.3 Demonstrate a knowledge of affixes and how they change the meanings of base words.

1.4 Recognize word relationships (e.g., synonyms, antonyms, homonyms, heteronyms, pronouns, and referents) to identify meanings.

1.5 Utilize specialized vocabulary needed for content area assignments.

1.6 Demonstrate a familiarity with vocabulary relevent to special interest groups.

1.7 Use a dictionary and a thesaurus.

INTENDED OUTCOME

2. BECOME MORE PROFICIENT IN READING COMPREHENSION.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Determine the main ideas of paragraphs or selections, both stated and implied.

2.2 Answer literal comprehension questions on who , what , where , when , which , and how as stated in a short selection.

2.3 Identify the sequence of events in a paragraph.

2.4 Identify the cause and effect stated or implied in a paragraph.

2.5 Determine the stated or hidden purpose behind an author's selection.

2.6 Draw conclusions based on information that is stated or implied in a selection.

2.7 Read and comprehend materials written on an eighth grade reading level or above.

2.8 Identify relevant/irrelevant statements in a passage.

2.9 Identify statements of fact and opinion.

2.10 Make references based on information in a passage.

INTENDED OUTCOME

3. UTILIZE MORE PROFICIENT STUDY SKILLS, INCLUDING VARYING READING RATE.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Use tables of contents, indexes, and appendixes to locate information.

3.2 Use graphic aids such as maps, diagrams, tables, and graphs to gain information.

3.3 Draw appropriate information from dictionaries, encyclopedias, indexes, and card catalogs.

3.4 Select appropriate main topics, subtopics, and supporting details for an outline.

3.5 Utilize a specific study method such as SQ3R.

3.6 Employ skimming and scanning skills in study.

3.7 Adjust reading rate according to material and purpose.

3.8 Demonstrate an awareness of his/her dominant learning mode.

INTENDED OUTCOME

4. UTILIZE READING SKILLS FOR ACQUIRING KNOWLEDGE AND FOR RECREATIONAL PURPOSES.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Share orally or in writing information gained from reading newspapers, magazines, or other non-fiction material.

4.2 Select and read for pleasure materials appropriate to individual interest and reading skills.

4

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1008320 COURSE TITLE: ADVANCED READING

CREDIT: X .5 ___ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: READING 2 6 ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO DEVELOP ADVANCED READING SKILLS FOR STUDENTS WHO PLAN TO CONTINUE THEIR FORMAL EDUCATION AFTER HIGH SCHOOL.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. READ WITH IMPROVED COMPREHENSION.
2. READ AT AN INCREASED RATE.
3. VARY READING STRATEGIES APPROPRIATELY.
4. UTILIZE EFFECTIVE TEST-TAKING SKILLS.
5. APPLY WORD STUDY SKILLS TO DETERMINE MEANINGS OF ADVANCED VOCABULARY WORDS.

READING LII 5145

INTENDED OUTCOME

1. READ WITH IMPROVED COMPREHENSION.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Recognize words from a specific core vocabulary list such as the one found in Warriner's, Orgel's, or the SAT prep books.

1.2 Use context clues to identify meanings.

1.3 Discern Greek and Latin root words.

1.4 Identify word relationships such as synonyms, antonyms, and analogies.

1.5 Recognize commonly used allusions.

1.6 Identify words associated with careers, hobbies, and the arts.

1.7 Employ dictionaries and other reference tools.

1.8 Recognize affixes and their functions.

1.9 Relate words to their origins.

1.10 Employ the Cloze procedure for checking comprehension.

1.11 Detect the main idea in a reading passage.

1.12 Recall supporting details.

1.13 Arrange events in sequence from a passage.

1.14 Detect cause and effect in a passage.

1.15 Draw a conclusion and also identify evidence that is insufficient for drawing a conclusion.

1.16 Interpret figurative expressions.

1.17 Predict outcomes using deductive reasoning.

1.18 Analyze a piece of literature.

1.19 Recognize bias in a passage.

1.20 Determine the author's purpose for wiring a selection.

INTENDED OUTCOME

2. READ AT AN INCREASED RATE.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Use various tactics for increasing reading rate.

2.2 Employ various techniques for increasing rate with different types of materials.

2.3 Develop an individual program for increasing reading rate.

INTENDED OUTCOME

3. VARY READING STRATEGIES APPROPRIATELY.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Recognize that different reading materials require different reading strategies.

3.2 Vary the rate to suit the purpose of different materials.

3.3 Utilize skimming and scanning techniques.

3.4 Use appropriate skills for attacking lengthy reading assignments.

INTENDED OUTCOME

4. UTILIZE IMPROVED TEST-TAKING SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Recognize the attack skills necessary for answering questions on a variety of tests.

4.2 Recognize the task required by various questioning words on tests.

4.3 Use pacing strategies for time constraints.

4.4 Apply a system for determining distracters in objective tests.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1009300 COURSE TITLE: WRITING I

CREDIT: X .5 ___ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS ELECTIVE

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE AN ORGANIZED STUDY OF THE STRUCTURE OF SENTENCES, PARAGRAPHS, AND LARGER DISCURSIVE PATERNS CULMINATING IN WRITTEN ASSIGNMENTS WHICH ARE BASED UPON PERSONAL EXPERIENCES, OBSERVATIONS, AND LITERATURE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO INSTRUCTION FOCUSED UPON THE KINDS AND LEVELS OF DICTION; DEVELOPMENT OF SENTENCE VARIETY; COHERENCE AND TRANSITION; MODES AND AIMS OF DISCOURSE; RHETORICAL DEVICES; AND THE DEVELOPMENT OF PRECISION IN PUNCTUATION, CAPITALIZATION, SPELLING, AND ELEMENTS OF MANUSCRIPT FORM. EXPERIENCE SHOULD BE PROVIDED IN ALL ASPECTS OF THE WRITING PROCESS: PREWRITING, DRAFTING, AND REVISIONS.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. PRODUCE EFFECTIVE SENTENCES, PARAGRAPHS, AND MULTI-PARAGRAPH PAPERS.
2. WRITE FOR VARIOUS PURPOSES AND AUDIENCES, USING ALL STAGES OF THE WRITING PROCESS.
3. CONTROL THE ELEMENTS OF MANUSCRIPT FORM.
4. APPLY CONVENTIONS OF STANDARD WRITTEN ENGLISH, WHEN APPROPRIATE.
5. ANALYZE A VARIETY OF LITERARY SELECTIONS AS MODELS OF EFFECTIVE WRITING.

WRITING I 5167

INTENDED OUTCOME

1. PRODUCE EFFECTIVE SENTENCES, PARAGRAPHS, AND MULTI-PARAGRAPH PAPERS.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Write effective sentences demonstrating understanding of grammatical relationships, variety in word order and in sentence length, and avoidance of redundancy.

1.2 Write effectively structured paragraphs, using unity and coherence.

1.3 Demonstrate competency in writing various types of paragraphs such as narrative, descriptive, and expository.

1.4 Demonstrate competency in prewriting, composing, revising, proofreading, and editing. 1041

1.5 Write multi-paragraph papers using a topic sentence, a thesis statement, antithesis, transitional words and phrases, supporting paragraphs, and a conclusion.

1.6 Produce compositions based upon literature. 1029

1.7 Write summaries, letters and reports for practical purposes. 1004 1009 1010

INTENDED OUTCOME

2. VARY DICTION, SENTENCES, MODES OF DISCOURSE, AND RHETORICAL DEVICES ACCORDING TO PURPOSE. 1050

PERFORMANCE STANDARDS

The student will be able to:

2.1 Select diction, sentence structure, modes of discourse, and rhetorical devices associated with informal writing such as letters, journals, and essays.

2.2 Select diction, sentence structure, modes of discourse, and rhetorical devices associated with formal writing.

2.3 Use figurative language.

2.4 Produce concrete images.

2.5 Use specific vocabulary appropriate to the intent of the writing task. 1047

2.6 Write to experiment with various forms and styles. 1040

2.7 Write for personal satisfaction. 1039

INTENDED OUTCOME

3. CONTROL THE USE OF PUNCTUATION, CAPITALIZATION, AND OTHER ELEMENTS OF MANUSCRIPT FORM.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Use correct capitalization, spelling, and punctuation. 1048

3.2 Maintain a consistent and appropriate persona (i.e., voice) throughout a communication. 1044

3.3 Comply with stated requirements for elements of manuscript form.

3.4 Edit and critique his/her own as well as classmates' written work.

3.5 Collaborate with others in making editorial decisions. 1042

3.6 Use appropriate printed resources in editing written language. 1043

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1009310 COURSE TITLE: WRITING II

CREDIT: X .5 ___ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR LANGUAGE ARTS ELECTIVE

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO EXTEND THE DEVELOPMENT OF WRITING SKILLS INTRODUCED IN WRITING I. THE FOCUS SHOULD BE UPON REFINING EXPOSITION AND INTRODUCING ANALYSIS AND PERSUASION. READING SHOULD INCLUDE A VARIETY OF LITERARY SAMPLES WHICH WILL SERVE AS MODELS OF EFFECTIVE WRITING STYLES.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION WHICH EMPHASIZES THE DEVELOPMENT OF PERSONAL WRITING STYLE, WITH MAJOR ATTENTION GIVEN TO SUCH ELEMENTS AS TONE, SYNTAX, AND FIGURATIVE LANGUAGE. EDITING SKILLS SHOULD BE APPLIED TO WRITING SAMPLES PRODUCED BY PEERS AND PROFESSIONALS IN ORDER TO ENHANCE PERSONAL REWRITING TECHNIQUES. PRACTICE SHOULD BE PROVIDED IN ALL ASPECTS OF THE WRITING PROCESS: PREWRITING, DRAFTING, AND REVISING.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. UTILIZE EXPOSITORY WRITING SKILLS.
2. WRITE FOR PURPOSES OF ANALYSIS AND PERSUASION.
3. DEMONSTRATE PERSONAL STYLE THROUGH USE OF TONE, SYNTAX, AND FIGURATIVE LANGUAGE.
4. APPLY REVISING AND EDITING SKILLS.
5. ANALYZE A VARIETY OF LITERARY SELECTIONS AS MODELS OF EFFECTIVE WRITING STYLES.

WRITING II 5168

INTENDED OUTCOME

1. UTILIZE EXPOSITORY WRITING SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Use a variety of writing samples as models for expository writing.

1.2 Demonstrate increased competency in unity, coherence, logical presentation and concrete support of ideas, revision and proofreading.

1.3 Write using appropriate logical thought patterns including comparison-contrast, cause-effect, definition, classification, analysis, order of importance, chronological order and/or spatial relationships. 1049

1.4 Write using inductive and/or deductive organization when appropriate. 1051

INTENDED OUTCOME

2. WRITE FOR PURPOSES OF ANALYSIS AND PERSUASION.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Write descriptive, functional, and causal analyses.

2.2 Write a paper synthesizing ideas from several sources. 1026

2.3 Write for the purpose of persuasion, utilizing logic and supporting details.

2.4 Write a paper to support or refute a formal proposition. 1031

2.5 Write to express or explore opinions, emotions, ideas, or problems. 1038

INTENDED OUTCOME

3. DEVELOP A PERSONAL STYLE THROUGH INDIVIDUAL USE OF TONE, SYNTAX, AND FIGURATIVE LANGUAGE.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Define the elements that contribute to a personal style.

3.2 Use the revision step of the writing process to modify tone, syntax, and figurative language. 1041

3.3 Recognize style in the works of established authors.

3.4 Develop a personal style.

3.5 Increase the use of figurative language.

3.6 Write to experiment with various forms and styles. 1040

3.7 Write for personal satisfaction. 1039

INTENDED OUTCOME

4. APPLY EDITING SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Identify skills and techniques of editing through analysis of writing samples produced by peers and professionals.

4.2 Apply and practice editing skills for mechanical considerations, content, organization, and effectiveness of writing.

4.3 Use appropriate printed resources in editing written language. 1043

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1009320 COURSE TITLE: CREATIVE WRITING

CREDIT: X .5 ___ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: ENGLISH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO DEVELOP STUDENTS' WRITING AND LANGUAGE SKILLS NEEDED FOR INDIVIDUAL EXPRESSION IN LITERARY FORMS.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN THE DEVELOPMENT AND PRACTICE OF WRITING A VARIETY OF LITERARY WORKS, INCLUDING ORIGINAL POETRY, SHORT STORIES, PLAYS, NOVELS, AND/OR ESSAYS AND OTHER NONFICTION. THE COURSE MAY ALSO INCLUDE TECHNICAL ASPECTS OF PUBLISHING STUDENTS' WORK IN A LITERARY PUBLICATION.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. EXPLAIN CHARACTERISTICS OF VARIOUS LITERARY FORMS.
2. EVALUATE REPRESENTATIVE EXAMPLES OF LITERATURE AS MODELS FOR WRITING.
3. APPLY CRITICAL FEEDBACK FROM EVALUATORS TO THE REVISION OF PERSONAL PIECES OF WRITING.
4. PRODUCE FINISHED PIECES OF WRITING IN VARIOUS LITERARY FORMS.
5. INTERACT CRITICALLY WITH OTHER STUDENTS ENGAGED IN CREATIVE WRITING.
6. PREPARE MANUSCRIPTS FOR PUBLICATION.

CREATIVE WRITING 5105

INTENDED OUTCOME

1. EXPLAIN CHARACTERISTICS OF VARIOUS LITERARY FORMS.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Identify the characteristics of poetry.

1.2 Identify the characteristics of a short story.

1.3 Identify the characteristics of a play.

1.4 Identify the characteristics of a novel.

1.5 Identify the characteristics of an essay and other non-fiction forms.

INTENDED OUTCOME

2. EVALUATE REPRESENTATIVE EXAMPLES OF LITERATURE AS MODELS FOR WRITING.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Examine the form and content of representative selections for use as models.

2.2 Identify elements of an author's style.

2.3 Use a selected model while preparing original works.

INTENDED OUTCOME

3. APPLY CRITICAL FEEDBACK FROM EVALUATORS TO THE REVISION OF PERSONAL PIECES OF WRITING.

PERFORMANCE STANDARDS

The student will be able

3.1 Use an evaluative checklist for each genre to judge writing effectiveness.

3.2 Critique other students' completed work and offer feedback.

3.3 Consider suggestions from evaluators and revise work accordingly.

INTENDED OUTCOME

4. PRODUCE FINISHED PIECES OF WRITING IN VARIOUS LITERARY FORMS.

PERFORMANCE STANDARDS

The student will be able to:

4.1	Produce poems reflecting various formats and styles.	1035
4.2	Produce sketches, short stories or other fiction.	1036
4.3	Produce plays, scripts or media presentations.	1033
4.4	Produce various types of non-fiction.	1037
4.5	Use dialogue effectively.	1045
4.6	Use literary devices appropriately.	1046

INTENDED OUTCOME

5. INTERACT CRITICALLY WITH OTHER STUDENTS ENGAGED IN CREATIVE WRITING.

PERFORMANCE STANDARDS

The student will be able to:

5.1	Discuss students' and published authors' works in terms of an evaluative checklist.	
5.2	Analyze in groups live or media presentations of authors reading or discussing their own works.	

INTENDED OUTCOME

6. PREPARE MANUSCRIPTS FOR PUBLICATION.

PERFORMANCE STANDARDS

The student will be able to:

6.1	Proofread the works of others.	
6.2	Collaborate with others in making editorial decisions.	1042
6.3	Produce a collection of writings as a class project or school-wide endeavor.	
6.4	Use the conventins of standard American English in manuscripts.	1048

6.5 Observe the conventions of manuscript preparation for submission to contests, local and/or national publications.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1007300 COURSE TITLE: SPEECH I

CREDIT: X .5 ___ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: ENGLISH 2 4 SPEECH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION IN THE FUNDAMENTALS OF FORMAL AND INFORMAL ORAL COMMUNICATION.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, AN INTRODUCTION TO THE SKILLS AND FORMS OF BOTH FORMAL AND INFORMAL ORAL COMMUNICATION. MAJOR INSTRUCTIONAL AREAS SHOULD INCLUDE FORMS OF ORAL COMMUNICATION, TECHNIQUES OF GROUP DISCUSSION, TECHNIQUES OF EFFECTIVE LISTENING, ANALYSIS OF AUDIENCE, AND TECHNIQUES OF PUBLIC SPEAKING.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. UTILIZE SKILLS OF PUBLIC SPEAKING.
2. UTILIZE LISTENING SKILLS.
3. UTILIZE TECHNIQUES OF GROUP DISCUSSION.
4. ANALYZE AUDIENCES FOR SPEAKING PURPOSES.
5. EVALUATE SPEECHES AND SPEAKING TECHNIQUES.

SPEECH I 5173

INTENDED OUTCOME

1. UTILIZE THE SKILLS OF PUBLIC SPEAKING.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Select and limit a topic.

1.2 Combine material from multiple sources.

1.3 Prepare an outline.

1.4 Use effective introductions and conclusions.

1.5 Deliver various types of speeches.

1.6 Use specified techniques of oral delivery.

1.7 Demonstrate nonverbal elements of delivery.

INTENDED OUTCOME

2. UTILIZE LISTENING SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Identify distractions.

2.2 Demonstrate appropriate audience behavior.

2.3 Describe effective listening skills.

2.4 Respond appropriately to direct questions.

2.5 Summarize a speaker's statements.

2.6 Discern a speaker's main idea.

2.7 Write notes on and/or summaries of oral presentations.

INTENDED OUTCOME

3. UTILIZE TECHNIQUES OF GROUP DISCUSSION.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Participate in selecting, defining, and limiting a topic.

3.2 Gather and organize appropriate material.

3.3 Participate in an internal group discussion through questioning, supporting, and developing a topic.

3.4 Participate in a variety of formal group discussions.

3.5 Demonstrate cooperation and tact within the group.

INTENDED OUTCOME

4. ANALYZE AUDIENCES FOR SPEAKING PURPOSES.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Determine the purpose of the presentation.

4.2 Differentiate between formal and informal speaking situations.

4.3 Identify the attitudes of listeners.

4.4 Adapt the content to purpose and audience.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1007310 COURSE TITLE: SPEECH II

CREDIT: X .5 ___ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: ENGLISH 2 4 SPEECH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO OFFER INSTRUCTION IN INTERMEDIATE SKILLS OF FORMAL AND INFORMAL ORAL COMMUNICATION.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, FORMAL CLASS DISCUSSIONS, PUBLIC SPEAKING ASSIGNMENTS, ORAL INTERPRETATION, AND ELEMENTS OF DEBATE. STUDENTS SHOULD CONTINUE TO DEVELOP AND REFINE SKILLS INITIATED IN SPEECH I.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. MAKE FORMAL SPEECHES.
2. PARTICIPATE IN FORMAL CLASS DISCUSSIONS.
3. PARTICIPATE IN DEBATE ACTIVITIES.
4. UTILIZE ORAL INTERPRETATION SKILLS.

SPEECH II 5174

INTENDED OUTCOME

1. MAKE FORMAL SPEECHES.

PERFORMANCE STANDARDS

The student will be able to :

1.1 Use principles of effective speaking.

1.2 Prepare and deliver an impromptu speech.

1.3 Prepare and deliver a demonstration speech.

1.4 Prepare and deliver an informative speech.

1.5 Prepare and deliver a persuasive speech.

1.6 Prepare and deliver an extemporaneous speech.

INTENDED OUTCOME

2. PARTICIPATE IN FORMAL CLASS DISCUSSIONS.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Recognize nonverbal behavior.

2.2 Participate in panels.

2.3 Participate in symposiums and/or forums.

INTENDED OUTCOME

3. RECOGNIZE AND/OR DEFINE ELEMENTS OF DEBATE.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Distinguish between argument and debate.

3.2 Distinguish between traditional and Lincoln-Douglas debate.

3.3 Recognize the responsibilities of both the affirmative and the negative.

3.4 Analyze a debate proposition.

3.5 Categorize evidence.

3.6 Use the fundamentals of logic.

3.7 Recognize various methods of responding to challenges.

INTENDED OUTCOME

4. UTILIZE ORAL INTERPRETATION SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Identify and limit selections appropriate for oral interpretation.

4.2 Analyze selections for meaning and emotion.

4.3 Apply principles of oral delivery to convey meaning and emotion.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1007320 COURSE TITLE: SPEECH III

CREDIT: X .5 ___ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: ENGLISH 2 4 SPEECH 2 4

I. **MAJOR CONCEPTS/CONTENT:** THE PURPOSE OF THIS COURSE IS TO OFFER ADVANCED INSTRUCTION IN A WIDE RANGE OF FORMAL AND INFORMAL ORAL COMMUNICATIONS TECHNIQUES.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, THE DEVELOPMENT OF STUDENTS' SKILLS IN EXTEMPORANEOUS, SPEAKING, ORATORY, DRAMATIC INTERPRETATION, PERSUASION, AND PARLIAMENTARY PROCEDURE. STRESS SHOULD BE PLACED UPON THE DEVELOPMENT OF EFFECTIVE DELIVERY, ADAPTATION TO AUDIENCE, ANALYTICAL AND LOGICAL SKILLS, AND ORAL READING. OPPORTUNITIES SHOULD ALSO BE PROVIDED FOR PRACTICING PERSUASIVE STRATEGIES THROUGH DEBATE.

II. **LABORATORY ACTIVITIES:** NONE

III. **SPECIAL NOTE:** NONE

IV. **INTENDED OUTCOMES:** AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. UTILIZE ADVANCED ORAL COMMUNICATIONS SKILLS.
2. EMPLOY VERBAL AND NONVERBAL COMMUNICATIONS TECHNIQUES IN FORMAL AND EXTEMPORANEOUS SPEECHES.
3. EMPLOY SKILLS IN PERSUASION AND ARGUMENTATION.

SPEECH III 5175

INTENDED OUTCOME

1. UTILIZE ADVANCED ORAL COMMUNICATIONS SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Prepare and deliver an original oratory.

1.2 Prepare and deliver a dramatic reading.

1.3 Use specified parliamentary procedures.

1.4 Develop facility in extemporaneous speaking.

INTENDED OUTCOME

2. EMPLOY VERBAL AND NONVERBAL COMMUNICATIONS TECHNIQUES IN FORMAL SPEECHES.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Develop and refine techniques for skillful use of the voice.

2.2 Develop and refine non-verbal techniques.

INTENDED OUTCOME

3. UTILIZE POWER OF DELIVERY AND POISE BEFORE AUDIENCES.

PERFORMANCE STANDARDS

3.1 Speak to audiences beyond the speech class in contest and/or non-contest circumstances.

3.2 Speak before a microphone and/or video camera.

INTENDED OUTCOME

4. EMPLOY SKILLS IN PERSUASION AND ARGUMENTATION.

PERFORMANCE STANDARDS

The student will be able to:

4.1 Participate in appropriate competitive and non-competitive forensic activities requiring principles of argumentation and persuasion.

4.2 Participate in competition and non-competition debate.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1007330 COURSE TITLE: DEBATE I

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: ENGLISH 2 4 SPEECH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION IN THE FUNDAMENTALS OF ARGUMENTATION AND PROBLEM SOLVING.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN LOGICAL THINKING, ORGANIZATION OF FACTS, AND SPEAKING SKILLS. STUDENTS SHOULD PRACTICE RESEARCH SKILLS RELATED TO DEBATE TOPICS; THEY SHOULD ALSO PARTICIPATE IN FREQUENT DEBATE SITUATIONS.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. IDENTIFY FUNDAMENTAL CONCEPTS RELATED TO DEBATE.
2. PARTICIPATE IN DEBATE ACTIVITIES.
3. UTILIZE CRITICAL THINKING AND RESEARCH SKILLS.

DEBATE I 5196

INTENDED OUTCOME

1. IDENTIFY FUNDAMENTAL CONCEPTS RELATED TO DEBATE.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Distinguish between arguing and debate.

1.2 Define terminology peculiar to debate.

1.3 Distinguish between traditional and Lincoln-Douglas debate.

1.4 Analyze a given problem, including background, causes, and solutions.

1.5 Identify affirmative and negative arguments.

1.6 Recognize how to evaluate criticism.

1.7 Identify the elements of effective listening.

INTENDED OUTCOME

2. PARTICIPATE IN DEBATE ACTIVITIES.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Observe and critique traditional team debates.

2.2 Participate in extemporaneous and impromptu speeches on a current topic.

2.3 Utilize traditional debate skills in a team debate.

2.4 Utilize Lincoln-Douglas skills in debate.

INTENDED OUTCOME

3. UTILIZE THINKING, SPEAKING, AND INFORMATION RESEARCH SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Analyze aspects of debate propositions.

3.2 Select and classify evidence.

3.3 Participate in brainstorming activities.

3.4 Participate in logic and reasoning games to develop and strengthen thinking abilities.

3.5 Share research findings with teammates.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1007340 COURSE TITLE: DEBATE II

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: ENGLISH 2 4 SPEECH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE STUDENTS WITH OPPORTUNITIES TO CONTINUE THE DEVELOPMENT OF SKILLS RELATED TO DEBATE AND FORENSIC ACTIVITIES.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION WITH FREQUENT PRACTICE IN PRINCIPLES OF EFFECTIVE COMMUNICATION FOR SPECIFIC PURPOSES, ESPECIALLY AS THESE PRINCIPLES ARE APPLIED TO ARGUMENTATION AND DEBATE SKILLS. RESEARCH SKILLS, CRITICAL THINKING SKILLS, LISTENING AND SPEAKING SKILLS, AND FORMAL WRITTEN PREPARATION OF MATERIALS FOR COMPETITIVE SPEAKING ACTIVITIES SHOULD BE INCLUDED.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. UTILIZE SKILLS OF EFFECTIVE COMMUNICATION, ESPECIALLY THOSE RELATED TO ARGUMENTATION AND DEBATE.
2. APPLY GREATER PROFICIENCY IN CRITICAL THINKING, RESEARCH, AND OTHER SKILLS RELATED TO THE PREPARATION OF DEBATE MATERIALS.
3. PARTICIPATE IN VARIOUS KINDS OF DEBATE ACTIVITIES.
4. EVALUATE DEBATES AND DEBATE TECHNIQUES.

DEBATE II 5197

INTENDED OUTCOME

1. UTILIZE SKILLS OF EFFECTIVE COMMUNICATION, ESPECIALLY THOSE RELATED TO ARGUMENTATION AND DEBATE.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Analyze a debate proposition.

1.2 Organize debate briefs or outlines for a case.

1.3 Analyze affirmative and negative arguments on the current national debate resolution.

1.4 Develop a functional understanding of cross-examination techniques.

INTENDED OUTCOME

2. APPLY GREATER PROFICIENCY IN CRITICAL THINKING, RESEARCH, AND OTHER SKILLS RELATED TO THE PREPARATION OF DEBATE MATERIALS.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Demonstrate knowledge of special interest sources of information.

2.2 Analyze evidence and determine how to support or attack a proposition.

2.3 Analyze propaganda to determine logical fallacies.

2.4 Prepare a personal file system for information storage and retrieval.

INTENDED OUTCOME

3. PARTICIPATE IN VARIOUS KINDS OF DEBATE ACTIVITIES.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Demonstrate effective speaking techniques.

3.2 Participate in a formal team debate on an assigned topic.

3.3 Participate in a Lincoln-Douglas debate.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1006300 COURSE TITLE: JOURNALISM I

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: ENGLISH 2 4 8 JOURNALISM 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION IN BASIC ASPECTS OF JOURNALISM AND WORKSHOP EXPERIENCES IN JOURNALISTIC PRODUCTION.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN RECOGNIZING AND WRITING NEWS FOR JOURNALISTIC MEDIA AND IN DEVELOPING EDITORIALS, SPORTS ARTICLES, AND FEATURE STORIES. IN ADDITION TO WRITTEN WORK, STUDENTS SHOULD RECEIVE INSTRUCTION IN THE HISTORY AND TRADITIONS OF JOURNALISM AS WELL AS WORKSHOP EXPERIENCES IN PHOTOGRAPHY, LAYOUTS, ADVERTISING, PRINTING, AND OTHER PRACTICAL ASPECTS OF JOURNALISTIC ENTERPRISE. IN CONNECTION WITH WORKSHOP EXPERIENCES, ONE OR MORE STUDENT JOURNALISTIC PRODUCTIONS MAY BE INCLUDED.

II. LABORATORY ACTIVITIES: VARIOUS ASPECTS OF JOURNALISTIC PRODUCTION MAY BE TAUGHT THROUGH WORKSHOP EXPERIENCES AND/OR SIMULATIONS.

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. PRODUCE WRITING APPROPRIATE TO JOURNALISTIC MEDIA.
2. IDENTIFY AND DESCRIBE ELEMENTS OF THE HISTORY AND TRADITIONS OF JOURNALISM.
3. ORGANIZE AND UTILIZE PRODUCTION MODES APPROPRIATE TO JOURNALISTIC MEDIA.

JOURNALISM I 5163

INTENDED OUTCOME

1. PRODUCE WRITING APPROPRIATE TO JOURNALISTIC MEDIA.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Identify the 5 W's and H of a news story.

1.2 Employ correct grammar, usage, punctuation, and spelling to write articles.

1.3 Demonstrate a knowledge of journalistic writing techniques.

1.4 Identify and use various forms of journalistic writing.

1.5 Master journalistic jargon.

1.6 Write a press release.

1.7 Write a radio advertisement.

1.8 Write and edit news copy for broadcast purposes.

1.9 Write headlines and captions to enhance publication format.

1.10 Understand the copyright law as it pertains to professional and educational use.

1.11 Understand the concepts of liability, censorship, and slander.

1.12 Distinguish between fact and opinion.

INTENDED OUTCOME

2. IDENTIFY AND DESCRIBE ELEMENTS OF THE HISTORY AND TRADITIONS OF JOURNALISM.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Identify people, inventions, and events that have had an impact on the development of journalistic media.

2.2 Describe common publishing terminology and jargon.

2.3 Describe the hierarchy of positions included on a publications staff.

2.4 Demonstrate knowledge of trends in journalism.

2.5 Describe landmark decisiors affecting journalism.

2.6 Describe the kinds and purposes of newspapers.

2.7 Differentiate between freedom of the press and censorship.

2.8 Interpret "The First Amendment of the Constitution" as applied to the press.

INTENDED OUTCOME

3. ORGANIZE AND UTILIZE PRODUCTION MODES APPROPRIATE TO JOURNALISTIC MEDIA.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Demonstrate the principles of layout design.

3.2 Recognize the impact which format variation has on the effectiveness of a publication.

3.3 Demonstrate the principle of photographic cropping.

3.4 Write a news story for a local paper or school newspaper.

3.5 Record a news, weather, or sports broadcast suitable for radio.

3.6 Videotape an original television commercial.

3.7 Organize information into various journalistic forms.

3.8 Demonstrate knowledge of proofreading symbols.

3.9 Create a newspaper advertisement.

3.10 Differentiate between offset and letterpress printing methods.

3.11 Demonstrate layout techniques.

3.12 Understand basic typography styles and sizing.

3.13 Identify the rules for writing headlines.

3.14 Apply techniques of copyreading.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1006310 COURSE TITLE: JOURNALISM II

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: ENGLISH 2 4 JOURNALISM 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE PRACTICAL EXPERIENCE IN NEWSGATHERING TECHNIQUES AND PRACTICE IN JOURNALISTIC WRITING, AS WELL AS OPPORTUNITIES TO EXPLORE CAREERS IN JOURNALISM.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, TRAINING NECESSARY FOR SUCCESSFUL NEWSGATHERING FOR JOURNALISTIC MEDIA. STUDENTS SHOULD RECEIVE FREQUENT PRACTICE IN GATHERING INFORMATION AND IN WRITING NEWS, SPORTS, FEATURE ARTICLES, AND EDITORIALS. THROUGH VARIOUS MEDIA, STUDENTS SHOULD EXPLORE CAREER OPPORTUNITIES IN JOURNALISTIC FIELDS. PRACTICE IN THE PREPARATION OF MATERIALS FOR PUBLICATION IN JOURNALISTIC MEDIA SHOULD OCCUR WITHIN A WORKSHOP SETTING.

II. LABORATORY ACTIVITIES: VARIOUS ASPECTS OF JOURNALISTIC PRODUCTION MAY BE TAUGHT THROUGH WORKSHOP EXPERIENCES AND/OR SIMULATIONS.

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. GATHER INFORMATION AND WRITE ARTICLES.
2. PREPARE MATERIALS FOR PUBLICATION.
3. RECOGNIZE CAREER OPPORTUNITIES IN JOURNALISM.

JOURNALISM II 5164

INTENDED OUTCOME

1. GATHER INFORMATION AND WRITE NEWS ARTICLES.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Organize facts and graphic elements in a meaningful, logical sequence to develop effective news and feature copy.

1.2 Apply journalistic writing skills and publishing techniques.

1.3 Demonstrate appropriate interview procedure.

1.4 Write an article from information obtained in an interview.

1.5 Formulate questionnaires and surveys.

1.6 Write various types of articles.

1.7 Use a tape recorder when gathering news material.

1.8 Transcribe notes and develop them into articles.

1.9 Cover an assigned beat, keeping notes.

1.10 Research background information about an event or a person.

1.11 Secure appropriate visuals for news stories.

INTENDED OUTCOME

2. PREPARE MATERIALS FOR PUBLICATION.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Apply technical principles of design to create effective newspaper, magazine, and/or yearbook layouts.

2.2 Proofread and revise stories prior to submitting for publication.

INTENDED OUTCOME

3. RECOGNIZE CAREER OPPORTUNITIES IN JOURNALISM.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Identify and describe various career options available in the journalistic media.

3.2 Determine the background required to pursue the various careers in the journalistic media.

3.3 Identify non-writing jobs in the fields of communication.

3.4 Recognize sales techniques for advertising and/or subscriptions.

3.5 Listen to speakers or observe professionals in the field of journalism.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1006320 COURSE TITLE: JOURNALISM III

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: ENGLISH 2 4 JOURNALISM 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE INTERMEDIATE INSTRUCTION IN WRITING AND PRODUCTION SKILLS RELATED TO VARIOUS JOURNALISTIC MEDIA.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION AND PRACTICE IN APPLYING ALL ASPECTS OF THE WRITING PROCESS, INCLUDING PREWRITING, DRAFTING, EDITING, AND PROOFREADING, TO WRITTEN WORK PREPARED TO JOURNALISTIC STANDARDS. ORGANIZATION AND MANAGEMENT TECHNIQUES RELATING TO JOURNALISTIC PRODUCTIONS SHOULD BE STRESSED, INCLUDING LEADERSHIP SKILLS, RECORD-KEEPING, TIME MANAGEMENT, UTILIZATION OF PERSONNEL, AND TASK ORGANIZATION. WORKSHOP EXPERIENCES IN PRODUCING VARIOUS KINDS OF JOURNALISTIC PRODUCTS SHOULD PROVIDE PRACTICE IN THE DEVELOPMENT OF THESE SKILLS.

II. LABORATORY ACTIVITIES: VARIOUS ASPECTS OF JOURNALISTIC PRODUCTION MAY BE TAUGHT THROUGH WORKSHOP EXPERIENCES AND/OR SIMULATIONS.

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. UTILIZE MANAGEMENT AND ORGANIZATIONAL SKILLS RELATED TO JOURNALISM.
2. WRITE IN VARIOUS JOURNALISTIC STYLES.
3. PERFORM TASKS RELATED TO JOURNALISTIC PRODUCTION.

JOURNALISM III 5165

INTENDED OUTCOME

1. UTILIZE MANAGEMENT AND ORGANIZATIONAL SKILLS RELATED TO JOURNALISM.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Apply management and organizational skills related to journalistic production.

1.2 Write a master production schedule.

1.3 Set and meet deadlines for various stages of production.

1.4 Maintain string books.

1.5 Prepare a clip-book.

1.6 Participate in subscription and advertising sales.

1.7 Demonstrate basic bookkeeping knowledge.

INTENDED OUTCOME

2. BE MORE PROFICIENT IN WRITING SKILLS.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Prepare interview questions.

2.2 Gather ideas and information.

2.3 Write news stories.

2.4 Write to conform to standard English and specifications of the style book of the publication.

2.5 Recognize and produce objective writing.

2.6 Utilize knowledge of different writing styles.

2.7 Enhance writing by using dialogue, anecdotes, quotes, analogies, and figurative language.

2.8 Edit stories.

2.9 Proofread typed copy.

2.10 Write headlines.

INTENDED OUTCOME

3. PERFORM SPECIFIC TASKS RELATED TO SEVERAL ASPECTS OF JOURNALISTIC PRODUCTION.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Interact with staff to determine ideas for stories.

3.2 Collaborate with others in editorial decisions.

3.3 Use appropriate newspaper terminology.

3.4 Edit copy with regard to space limitations of layout.

3.5 Read all copy to assure observation of copyright and libel laws.

3.6 Use elements of journalistic photography.

3.7 Use elements of journalistic artwork.

3.8 Design and compose advertisements.

3.9 Design page layouts and prepare dummy pages.

3.10 Paste up pages.

3.11 Plan and execute sales.

CURRICULUM FRAMEWORK
Florida Department of Educatic

SUBJECT AREA: LANGUAGE ARTS

COURSE NUMBER: 1006330 COURSE TITLE: JOURNALISM IV-RADIO AND TV

CREDIT: ____ .5 __X__ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

RECOMMENDED CERTIFICATION: ENGLISH 2 4 JOURNALISM 2 4

I. **MAJOR CONCEPTS/CONTENT:** THE PURPOSE OF THIS COURSE IS TO PROVIDE ADVANCED INSTRUCTION IN JOURNALISTIC WRITING AND PRODUCTION TECHNIQUES.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN WRITING, DESIGNING, AND MANAGING JOURNALISTIC ENTERPRISES. THE EMPHASIS IN THE COURSE SHOULD BE UPON IMPLEMENTING STUDENTS' CREATIVE SKILLS AND TALENTS IN WRITING, GRAPHIC DESIGN AND/OR PHOTOGRAPHY, AND IN PROVIDING REGULAR PRACTICE IN MANAGEMENT SKILLS AND PRODUCTION TECHNIQUES IN PRINTED JOURNALISTIC MEDIA. THE COURSE SHOULD PROVIDE OPPORTUNITIES TO DEVELOP PROFICIENCY IN VARIOUS FORMS OF JOURNALISTIC WRITING, THROUGH THE PRODUCTION OF ONE OR MORE STUDENT JOURNALISTIC PROJECTS.

II. **LABORATORY ACTIVITIES:** VARIOUS ASPECTS OF JOURNALISTIC PRODUCTION MAY BE TAUGHT THROUGH WORKSHOP EXPERIENCES AND/OR SIMULATIONS.

III. **SPECIAL NOTE:** NONE

IV. **INTENDED OUTCOMES:** AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. UTILIZE SKILLS IN WRITING, GRAPHIC DESIGN, AND/OR PHOTOGRAPHY.
2. PRACTICE MANAGEMENT SKILLS IN JOURNALISTIC CONTEXTS.

JOURNALISM IV 5166

INTENDED OUTCOME

1. UTILIZE SKILLS AND TALENTS IN WRITING, GRAPHIC DESIGN, AND/OR PHOTOGRAPHY.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Produce a story using basic elements of news writing.

1.2 Write an in-depth news or feature story.

1.3 Create different types of stories.

1.4 Collect, organize, and prepare copy.

1.5 Create expressive headlines.

1.6 Analyze methods of photojournalism.

1.7 Display an expertise in photography, if working in this area.

1.8 Demonstrate knowledge of cropping and sizing.

1.9 Write cutlines/captions.

1.10 Prepare layout using correct graphic design.

1.11 Prepare a layout in several styles.

1.12 Utilize special effects in graphic design.

1.13 Secure ads, write copy and design and lay out ads.

1.14 Submit work for publication.

1.15 Write letters to facilitate good public relations.

INTENDED OUTCOME

2. PRACTICE MANAGEMENT SKILLS IN JOURNALISTIC CONTEXTS.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Evaluate abilities of individuals to determine job assignments.

2.2 Recognize and respect the staff organization.

2.3 Demonstrate planning and organizational skills.

2.4 Determine the budget.

2.5 Determine sources of income.

2.6 Plan various aspects of a school publication.

2.7 Maintain business records.

2.8 Utilize basic computer techniques when available.

INTENDED OUTCOME

3. EMPLOY PRACTICAL EXPERIENCE IN PRINTED JOURNALISTIC MEDIA.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Apply journalistic experience to assist other staff members.

3.2 Participate as a staff writer, a manager, or an editor.

3.3 Apply journalistic experience to edit and revise written and graphic copy for final form.

3.4 Critique quality of written and graphic work.

3.5 Demonstrate individual expertise in a team undertaking.

3.6 Participate in production of a publication, demonstrating mastery in writing, graphics, photography, or management techniques.

3.7 Develop a theme within a section of a publication.

3.8 Design a page layout.

3.9 Write headlines and cutlines/captions.

3.10 Select and crop pictures.

3.11 Sell ads.

3.12 Organize subscription sales and distribution.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: DRAMA

COURSE NUMBER: 0400310 COURSE TITLE: DRAMA I

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 X 9-12 X ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR PERFORMING FINE ARTS

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR ART/MUSIC

RECOMMENDED CERTIFICATION: ENGLISH 2 4 8 DRAMA 2 4 8 SPEECH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE IN-DEPTH EXPERIENCES IN THE STUDY AND PRACTICE OF THEATRE ARTS AND LITERATURE.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, AN OVERVIEW OF THE HISTORY OF THE THEATRE AND LITERATURE OF THE THEATRE. STUDENTS SHOULD BE INTRODUCED TO THE FUNDAMENTALS OF THEATRE PRODUCTION WHICH INCLUDE SCENERY CONSTRUCTION, COSTUMING, LIGHTING, AND MAKE-UP. STUDENTS SHOULD BE INTRODUCED TO THE FUNDAMENTALS OF ACTING.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. DEMONSTRATE KNOWLEDGE OF THE HISTORY OF THE THEATRE.
2. DEMONSTRATE KNOWLEDGE OF SPECIFIC WORKS OF DRAMATIC LITERATURE.
3. APPLY FUNDAMENTAL TECHNIQUES OF ACTING.
4. DEMONSTRATE BASIC KNOWLEDGE OF THEATRICAL PRODUCTION.
5. ANALYZE SPECIFIC TECHNIQUES OF PRODUCTION AS THEY SUPPORT DRAMATIC PURPOSES.
6. DEMONSTRATE KNOWLEDGE OF TECHNICAL VOCABULARY RELATED TO THEATRE.

DRAMA I 3800

INTENDED OUTCOME

1. DEMONSTRATE KNOWLEDGE OF THE HISTORY OF THE THEATER.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Describe theater as a means of transmitting culture.

1.2 Identify techniques of staging and production under each of the following influences: Greek, Roman, Oriental, Medieval, Renaissance, Elizabethan, Restoration, European, American, and Modern.

1.3 Describe representative dramatic literature from each major period.

1.4 Define terms that apply to the development of the theater.

INTENDED OUTCOME

2. PARTICIPATE IN THEATRICAL PERFORMANCES.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Demonstrate a basic knowledge of stage directions.

2.2 Participate in group games and charades.

2.3 Practice the use of voice with interpretations.

2.4 Participate in group and individual pantomimes.

2.5 Perform improvisations.

2.6 Interpret a character in a monologue.

2.7 Participate in one act plays or selected scenes.

INTENDED OUTCOME

3. UTILIZE BASIC KNOWLEDGE OF THEATER OPERATIONS INCLUDING SCENERY CONSTRUCTION, COSTUMING, LIGHTING, AND MAKE-UP.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Define basic stage terms related to technical operations.

3.2 Identify the types and purposes of lighting equipment.

3.3 Design scenery, costuming, lighting, and make-up for a selected play.

3.4 Prepare projects and/or participate in various aspects of a production.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: DRAMA

COURSE NUMBER: 0400320 COURSE TITLE: DRAMA II

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR PERFORMING FINE ARTS

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR ART/MUSIC

RECOMMENDED CERTIFICATION: ENGLISH 2 4 DRAMA 2 4 SPEECH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE INTERMEDIATE DEVELOPMENT OF SKILLS USEFUL TO THE STUDY AND PRACTICE OF THEATRE ARTS.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN READING AND INTERPRETATION OF DRAMATIC LITERATURE. OTHER INSTRUCTIONAL EMPHASES SHOULD INCLUDE TECHNIQUES AND MECHANICS OF ACTING: SET, COSTUME, AND LIGHTING DESIGN, AS WELL AS OTHER FEATURES OF STAGECRAFT; CHARACTER ANALYSIS AND PORTRAYAL; INTERPRETIVE AND ANALYTICAL STUDY OF PLAYS; AND PRODUCTION OF PLAYS AND OTHER DRAMATIC PRESENTATIONS.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. ANALYZE LITERARY AND/OR DRAMATIC QUALITIES OF SPECIFIC PLAYS.
2. INTERPRET SPECIFIC PASSAGES OF DRAMATIC LITERATURE.
3. DEMONSTRATE UNDERSTANDING OF CHARACTER ANALYSIS AND PORTRAYAL.
4. UTILIZE ACTING SKILLS AND OTHER SKILLS RELATED TO THEATRICAL PRODUCTION.
5. EVALUATE SPECIFIC PERFORMANCES IN TERMS OF TECHNIQUE AND EFFECTIVENESS.

DRAMA II 3801

INTENDED OUTCOME

1. UTILIZE ACTING SKILLS AND OTHER SKILLS RELATED TO THEATRICAL PRODUCTION.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Act in a selected scene.

1.2 Direct student performances in a selected scene.

1.3 Demonstrate technical skills.

INTENDED OUTCOME

2. ANALYZE AND INTERPRET PLAYS.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Define play analysis terms.

2.2 Analyze representative plays from the major periods.

2.3 View a live or filmed production and analyze the organization, characterization, and direction.

INTENDED OUTCOME

3. PARTICIPATE IN THEATRICAL PRODUCTIONS.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Participate in a one-act or full-length play, filling one acting role.

3.2 Participate in a one-act or full-length play, filling at least one technical position.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: DRAMA

COURSE NUMBER: 0400330 COURSE TITLE: DRAMA III

CREDIT: ____ .5 __X__ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 __X__ 9-12 __X__ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR PERFORMING FINE ARTS

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR ART/MUSIC

RECOMMENDED CERTIFICATION: ENGLISH 2 4 DRAMA 2 4 SPEECH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE OPPORTUNITIES FOR DRAMA STUDENTS TO CONTINUE STUDY IN ACTING AND PRODUCTION TECHNIQUES.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, INSTRUCTION IN SPECIFIC ACTING TECHNIQUES USED IN VARIOUS KINDS OF DRAMATIC PRESENTATIONS. EMPHASIS SHOULD BE GIVEN TO THE STUDY OF ACTING THEORIES, AS WELL AS PRACTICE AND THEORY IN SET DESIGN, MAKE-UP, AND LIGHTING.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. DEMONSTRATE SPECIFIC ACTING TECHNIQUES.
2. DEMONSTRATE KNOWLEDGE OF SPECIFIC PRODUCTION TECHNIQUES.
3. IDENTIFY SPECIFIC THEORIES OF ACTING.
4. IDENTIFY MAJOR PRACTITIONERS AND/OR PROPONENTS OF ACTING THEORIES.
5. IDENTIFY SPECIFIC THEORIES OF THEATRICAL DESIGN AND/OR STAGECRAFT.
6. IDENTIFY SPECIFIC EXAMPLES OF MAJOR TRENDS IN THEATRICAL DESIGN.

INTENDED OUTCOME

1. DEMONSTRATE KNOWLEDGE OF VARIOUS CAREER OPPORTUNITIES RELATED TO DRAMA.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Describe the career opportunities in performing including stage, television, and film.

1.2 Identify the career possibilities available in technical fields related to the performing arts.

1.3 Research a specific drama related occupation and present an oral or written report.

1.4 Evaluate advantages and disadvantages of various theater-related careers.

INTENDED OUTCOME

2. PRACTICE THEATRICAL SKILLS ACCORDING TO INDIVIDUAL TALENTS AND INTERESTS.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Select a specific performance area and perform before the class.

2.2 Select a specific technical area and present a project to the class.

INTENDED OUTCOME

3. IDENTIFY THEORETICAL CONCEPTS PERTINENT TO ASPECTS OF DRAMA.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Analyze specific dramatists and theories throughout theater history.

3.2 Demonstrate a familiarity with various acting theories.

3.3 Analyze theoretical styles in the development of production techniques.

CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: DRAMA

COURSE NUMBER: 0400340 COURSE TITLE: DRAMA IV

CREDIT: ____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT
__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR PERFORMING FINE ARTS

WILL MEET FLORIDA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS FOR ART/MUSIC

RECOMMENDED CERTIFICATION: ENGLISH 2 4 DRAMA 2 4 SPEECH 2 4

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE STUDY IN VARIOUS ASPECTS OF DRAMATIC AND THEATRICAL ART.

THE CONTENT SHOULD INCLUDE, BUT NOT BE LIMITED TO, STUDY AND PRACTICAL APPLICATION IN COSTUME, SCENERY, LIGHTING, AND SOUND DESIGN; MAKE-UP TECHNIQUES; ADVANCED ACTING TECHNIQUES; AND THEATRICAL MANAGEMENT. STUDENTS MAY SPECIALIZE BY RESEARCHING INFORMATION ABOUT AND PARTICIPATING IN SELECTED AREAS OF THEATRE, INCLUDING PLAYWRITING, DIRECTION, STAGE DESIGN AND MANAGEMENT, CHOREOGRAPHY, AND ADVANCED ACTING. ACTING EMPHASIS SHOULD BE PLACED UPON THE DEVELOPMENT OF UNIQUE PERFORMING STYLES AND SOLO AND ENSEMBLE PRESENTATIONS.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

IV. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO

1. APPLY PRINCIPLES OF COSTUME, SCENERY, LIGHTING, AND/OR SOUND DESIGN.
2. DEMONSTRATE SPECIFIC ACTING TECHNIQUES IN THE CONTEXT OF SPECIFIC DRAMATIC SITUATIONS.
3. UTILIZE PERSONAL STYLES RELATED TO VARIOUS ASPECTS OF DRAMATIC PRODUCTION.
4. EXPLORE CAREER OPPORTUNITIES RELATED TO DRAMATIC ARTS.
5. UTILIZE SPECIFIC ASPECTS OF THEATRICAL MANAGEMENT.
6. CRITIQUE THEATRICAL PERFORMANCES.

DRAMA IV 3803

INTENDED OUTCOME

1. CONCENTRATE STUDY ON SELECTED AREAS OF THEATER.

PERFORMANCE STANDARDS

The student will be able to:

1.1 Direct a one-act play.

1.2 Write a paper about a selected area of theater and present the paper orally.

1.3 Describe the major periods of theater.

INTENDED OUTCOME

2. PARTICIPATE IN PUBLIC THEATRICAL PERFORMANCES.

PERFORMANCE STANDARDS

The student will be able to:

2.1 Audition for a specific part in a full-length play.

2.2 Participate in one aspect of a public theatrical performance.

INTENDED OUTCOME

3. UTILIZE PERSONAL STYLES RELATED TO VARIOUS ASPECTS OF DRAMATIC AND THEATRICAL PRODUCTION.

PERFORMANCE STANDARDS

The student will be able to:

3.1 Present a project for public performance or display reflecting his or her special interest in the theater.

3.2 Write a paper detailing personal growth as a performer or technician.

3.3 Observe a live or filmed performance in order to analyze it and recommend changes in the production.

WRITING

Standards of Excellence

STANDARDS		SKILLS - The student will:	GRADE LEVEL(S)			
A. THE STUDENT WILL WRITE PROFICIENTLY FOR PRACTICAL PURPOSES.	1001.	Compose a friendly letter.	3			
	1002.	Write a set of directions.	3			
	1003.	Write a summary of an observation or of an audio-visual presentation.	3	5	8	
	1004.	Write a summary of a written passage.	3	5	8	12
	1005.	Write a business letter.		5		
	1006.	Explain in writing the steps of a specific process.		5		
	1007.	Write notes reflecting the content of an oral discussion.		5	8	12
	1008.	Design a questionnaire or other written instrument for collecting information.		5	8	12
	1009.	Write a report based upon technical/statistical data.			8	12
	1010.	Write a report based upon conclusions drawn from information gathered through interview, survey and/or direct observation.			8	12
	1011.	Write a personal resume.				12
	1012.	Paraphrase a technical report in non-technical language.				12
	1013.	Condense an extensive written work to its essential elements.				12
B. THE STUDENT WILL WRITE PROFICIENTLY FOR ACADEMIC PURPOSES.	1014.	Write a narrative based upon personal experiences and/or interviews.	3	5		

STANDARDS	SKILLS - The student will:	GRADE LEVEL(S)			
B. (continued) THE STUDENT WILL WRITE PROFICIENTLY FOR ACADEMIC PURPOSES.	1015. Write a description of an experiment which uses the scientific method.	3	5		
	1016. Write a plan for a project in any discipline.	3	5		
	1017. Write a story problem which includes the information necessary for solving the problem.	3	5		
	1018. Write a report based upon an independent investigation and list the sources.		5		
	1019. Write conclusions based upon an evaluation of conflicting information.		5	8	
	1020. Write an explanation of a concept in any discipline.		5	8	
	1021. Write an opinion paper which includes supporting evidence.		5	8	
	1022. Write an analysis of a literary character which includes discussion of motivational influences as well as patterns of behavior.		5	8	12
	1023. Write a report which includes a bibliography.			8	
	1024. Write a paper to persuade a specified audience to accept a clearly defined viewpoint.			8	
	1025. Write an outline for an investigation which uses the scientific method.			8	
	1026. Write a paper synthesizing ideas drawn from several sources.			8	12

STANDARDS	SKILLS - The student will:	GRADE LEVEL(S)			
B. (continued) THE STUDENT WILL WRITE PROFICIENTLY FOR ACADEMIC PURPOSES.	1027. Write accurate, complete, organized and reflective answers to essay questions.			8	12
	1028. Write a paper which traces the development of a concept or movement.				12
	1029. Write a paper identifying and examining concepts or techniques or purposes in literary, scientific, mathematical or historical works.				12
	1030. Write a paper analyzing and critiquing the style and tone of a writer's work.				12
	1031. Write a paper to support or refute a formal proposition.				12
	1032. Write a fully documented research paper which interprets and/or theorizes.				12
C. THE STUDENT WILL WRITE PROFICIENTLY IN A VARIETY OF LITERARY FORMS.	1033. Write a play, either individually or cooperatively.	3	5	8	
	1034. Write a speech or a report intended for oral presentation.	3	5	8	12
	1035. Write rhymed or unrhymed poetry.	3	5	8	12
	1036. Write original fiction.	3	5	8	12
	1037. Write original non-fiction.	3	5	8	12
D. THE STUDENT WILL WRITE AS A MEANS OF PERSONAL EXPRESSION.	1038. Write to express or explore opinions, emotions, ideas or problems.	3	5	8	12
	1039. Write for personal satisfaction.	3	5	8	12

STANDARDS	SKILLS - The student will:		GRADE LEVEL(S)			
D. (continued) THE STUDENT WILL WRITE AS A MEANS OF PERSONAL EXPRESSION.	1040.	Write to experiment with various forms and styles.	3	5	8	12
E. THE STUDENT WILL CONTROL THE FORMS OF WRITTEN LANGUAGE.	1041.	Demonstrate proficiency in the writing process: pre-writing, composing, revising and proof-reading.	3	5	8	12
	1042.	Collaborate with others in making editorial decisions.	3	5	8	12
	1043.	Use appropriate printed resources in editing written language: dictionaries, thesauruses and handbooks.	3	5	8	12
	1044.	Maintain a consistent and appropriate persona (i.e., voice) throughout a communication.	3	5	8	12
	1045.	Use dialogue effectively.	3	5	8	12
	1046.	Use literary devices appropriately.	3	5	8	12
	1047.	Use specific vocabulary appropriate to the intent of the writing task.	3	5	8	12
	1048.	Use the conventions of standard American English, including capitalization, punctuation, spelling, usage and sentence structure.	3	5	8	12
	1049.	Use appropriate logical thought patterns including comparison-contrast, cause-effect, definition, classification, analysis, order of importance, chronological order and/or spatial relationships.	3	5	8	12

STANDARDS	SKILLS - The student will:	GRADE LEVEL(S)			
E. (continued) THE STUDENT WILL CONTROL THE FORMS OF WRITTEN LANGUAGE.	1050. Adapt tone, attitude, point of view and style in terms of audience, purpose, situation and subject.		5	8	12
	1051. Write using inductive and/or deductive organization when appropriate.		5	8	12

Twelfth Grade Standards of Excellence

in the Language Arts Curriculum

	English I	English I Honors	English II	English II Honors	English III	English III Honors	English IV	English IV Honors	World Literature	American Literature	British Literature	Advanced Placement English	Writing 1	Writing 2	Creative Writing
1004	X		X		X	X			X				X		
1007			X		X	X	X	X	X						
1008						X									
1009						X	X						X		
1010						X							X		
1011					X										
1012							X								
1013						X	X	X							
1022		X					X		X			X			
1026	X	X		X					X		X	X		X	
1027	X		X	X	X				X	X		X			
1028						X				X	X	X			
1029		X		X				X		X			X		
1030						X	X	X		X	X	X			
1031					X	X		X		X		X		X	
1032					X	X		X		X	X				
1034						X									
1035	X	X													X
1036	X	X													X
1037				X											X
1038			X			X		X						X	
1039													X	X	
1040						X			X		X	X	X	X	
1041		X			X					X	X	X	X	X	
1042	X		X			X							X		X
1043	X	X			X	X		X		X			X	X	
1044			X			X						X	X		
1045				X											X
1046				X					X						X
1047	X			X		X		X	X			X	X		
1048	X	X	X	X		X				X		X	X		X
1049	X	X	X	X	X	X	X	X		X		X		X	
1050				X		X					X	X	X		
1051						X	X					X		X	